



University of
Southern Indiana

2011–2013 BULLETIN



2011–2012 CALENDAR

FALL SEMESTER – 2011 August 22–December 14, 2011

August 16, Tuesday University Meetings
 August 17 and 19, Wednesday and Friday Registration
 August 22, Monday Classes Begin
 August 22–26, Monday–Friday Schedule Revision Period
 August 26, Friday End 100% Refund Period and Late Registration
 August 29–September 2, Monday–Friday Pass/No Pass Option Period
 September 2, Friday End 75% Refund Period
 September 5, Monday Labor Day, No Classes, University Closed
 September 9, Friday End 50% Refund Period
 September 13, Tuesday Fall Assessment Day, No Classes
 September 16, Friday End 25% Refund Period
 October 10–11, Monday–Tuesday Fall Break, No Classes
 October 21, Friday Last Day to Drop/Withdraw Without Evaluation
 November 7–18, Monday–Friday Priority Registration for Spring and Summer
 November 23, Wednesday Thanksgiving Recess, No Classes
 November 24–27, Thursday–Sunday Thanksgiving Recess/No Classes/University Closed
 December 7, Wednesday No Classes
 December 7, Wednesday Schedule Revisions/Withdrawals End
 December 8–14, Thursday–Wednesday Final Exams
 December 10, Saturday Fall Commencement
 December 14, Wednesday Fall Semester Ends

FIRST SUMMER SESSION – 2012 Begins May 9, 2012

May 8, Tuesday Registration
 May 9, Wednesday Classes Begin
 May 9–10, Wednesday–Thursday* Schedule Revision Period
 May 9–14, Wednesday–Monday Pass/No Pass Option Period
 May 10, Thursday* End 100% Refund Period and Late Registration
 May 14, Monday* End 75% Refund Period
 May 16, Wednesday* End 50% Refund Period
 May 18, Friday* End 25% Refund Period
 May 28, Monday Memorial Day/No Classes/University Closed
 May 29, Tuesday* Last Day to Drop/Withdraw Without Evaluation

SPRING SEMESTER – 2012 January 9–May 2, 2012

January 4, Wednesday University Meetings
 January 5–6, Thursday–Friday Registration
 January 9, Monday Classes Begin
 January 9–13, Monday–Friday Schedule Revision Period
 January 13, Friday End 100% Refund Period and Late Registration
 January 16, Monday Martin Luther King Day, No Classes
 January 16–20, Monday–Friday Pass/No Pass Option Period
 January 20, Friday End 75% Refund Period
 January 27, Friday End 50% Refund Period
 February 3, Friday End 25% Refund Period
 March 5–10, Monday–Saturday Spring Recess, No Classes
 March 16, Friday Last Day to Drop/Withdraw Without Evaluation
 April 2–13, Monday–Friday Priority Registration for Summer and Fall
 April 6, Friday No Classes, University Closed
 April 17, Tuesday Spring Assessment Day, No Classes
 April 25, Wednesday No Classes
 April 25, Wednesday Schedule Revisions/Withdrawals End
 April 26–May 2, Thursday–Wednesday Final Exams
 April 28, Saturday Spring Commencement
 May 2, Wednesday Spring Semester Ends

SECOND SUMMER SESSION – 2012 Begins June 18, 2012

June 15, Friday Registration
 June 18, Monday Classes Begin
 June 18–19, Monday–Tuesday* Schedule Revision Period
 June 18–21, Monday–Thursday Pass/No Pass Option Period
 June 19, Tuesday* End 100% Refund Period and Late Registration
 June 21, Thursday* End 75% Refund Period
 June 25, Monday* End 50% Refund Period
 June 27, Wednesday* End 25% Refund Period
 July 4, Wednesday Independence Day/No Classes/University Closed
 July 6, Friday* Last Day to Drop/Withdraw Without Evaluation

***The calendar shown here lists schedule revisions, refund, and drop/withdrawal dates for the typical FIVE-WEEK summer sessions only. Cross-term courses and courses meeting other than the standard five-week session have different dates. Contact the Office of the Registrar for these dates.**

A variety of course lengths may be offered during summer terms, including the following:

First Summer	May Term	4 weeks
	First Summer Short Sessions	2 weeks (During or after May Term)
	First Summer	5 weeks
	First Summer	6 weeks
Second Summer	Second Summer	5 weeks
	Second Summer	6 weeks
	Second Summer	8 weeks

UNIVERSITY OF SOUTHERN INDIANA • 2011-2013 BULLETIN



The University through the appropriate processes, reserves the right to add, amend, or repeal programs, policies, procedures, regulations, fees, and/or announcements, in whole or part contained in this bulletin.

It is the policy of the University of Southern Indiana to be in full compliance with all federal and state non-discrimination and equal opportunity laws, orders, and regulations relating to race, sex, religion, disability, age, national origin, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era.

Questions or concerns should be directed to the director of Affirmative Action, USI Human Resources Department, Room FWA 166, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712-3596 (Telephone: 812/464-1815). Office hours are 8 a.m. to 4:30 p.m. Monday—Friday.

The University is a tobacco-free campus.

CONTACT INFORMATION

This catalog is designed to answer most of the questions which may be asked about the University of Southern Indiana. If further information is needed, inquiries may be addressed to the appropriate member of the faculty or officers of the University. Prospective students should write or telephone:

University of Southern Indiana
Office of Admission
8600 University Boulevard
Evansville, Indiana 47712-3597
Telephone: 812/464-1765
or Toll Free: 800/467-1965
Office hours: 8 a.m. to 4:30 p.m. Monday—Friday
You can also visit us at www.usi.edu

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THE UNIVERSITY

The University of Southern Indiana is a comprehensive public university with a Board of Trustees appointed by the Governor of Indiana. The University offers more than 70 majors through the colleges of Business, Education and Human Services, Liberal Arts, Nursing and Health Professions, Science and Engineering, and the Division of Outreach and Engagement. It is authorized to confer degrees through the doctoral level.

The University serves more than 10,700 students annually in credit programs and an equal number of students in noncredit and community service programs. There are more 29,500 degree recipients.

The University has been developed according to a master plan and is located on a 1,400-acre campus near Evansville, Indiana, a metropolitan area of 350,000 that serves as the fine arts, cultural, commercial, and healthcare center for the Indiana, Kentucky, and Illinois Tri-state area. The University strives to be accessible and responsive to regional and state educational needs.

THE UNIVERSITY MISSION

USI is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community. The University's vision statement is "Shaping the future through learning and innovation."

The mission and vision statements grew out of a strategic planning process that was approved by the University's Board of Trustees in July 2010. Through 2015, USI will focus on enhancing experiential learning, improving student success in degree attainment, nurturing a vibrant campus community, providing leadership to the surrounding region and state, increasing diversity, and becoming a 24/7 campus with activities and learning opportunities beyond classroom walls. Learn more about the Strategic Plan at www.usi.edu/strategicplan.

The University was established in 1965 as a branch campus of Indiana State University with a regional mission, in response to a need for public higher education in southwestern Indiana. In 1985, the legislature created the University of Southern Indiana as a separate statewide public university. This change in structure and mission was best delineated by then-Governor Robert D. Orr in his charge to the Board of Trustees at its first meeting.

"You have a statutory mission that is laid out in the bill passed by the legislature, and it is going to take a lot of effort on the part of everyone to live up to those requirements as they have been spelled out by the Indiana General Assembly. This is now a statewide institution, and it is important that this point be emphasized. Heretofore, this has been a branch campus of Indiana State University, and it has been understood to be regional in nature. It was created to accomplish a regional mission...just as other branch campuses around the state. Now this is a state institution in the fullest sense of the word."

Community leaders have supported the University in providing a solid base for its present success and future growth. The University is expected to grow moderately in the years ahead as it seeks to positively affect postsecondary attainment levels in Indiana. To this end, the University emphasizes programs and services for traditional college-age students as well as for part-time, commuting, and adult learners. It has developed partnerships with high schools and has expanded opportunities for individuals in the workplace. The University is an institution which students choose for the strength of its academic programs and the quality of its student life.

A board of nine trustees, appointed by the Governor, governs the University. This board must include one alumnus of the University, one current student, and one resident of Vanderburgh County. Trustee terms are four years, except the student term, which is two years. The board has powers and duties common to other public postsecondary institutions in the State of Indiana. The 1989 Indiana General Assembly authorized trustees of the University to construct, acquire, operate, and manage student housing facilities and to issue revenue obligations for this purpose. The Commission for Higher Education approved the transfer of ownership of student housing from a nonprofit foundation to the University of Southern Indiana in February 1994. The addition of housing facilities enables students to take full advantage of the educational, cultural, and recreational benefits that a residential campus offers.

Excellence in teaching will continue to be the most important criterion in faculty recruitment. At the same time, the ability to do research, to engage in continuous scholarly and creative work, and to provide service, primarily to the region and the state, will be important additional qualifications.

A major emphasis of the University of Southern Indiana is the delivery of credit programs. The primary curricular offerings include liberal arts, pre-professional, professional, technical, and occupational programs at the associate, baccalaureate, master's, and doctoral levels. The University provides comprehensive outreach and public service programs of short duration including workshops, conferences, seminars, and instructional courses. These programs will increase as the University continues to address economic, social, and cultural needs in the region as well as in the state. USI's location in Evansville, the center of a predominantly rural region dotted with smaller population centers, gives it opportunities to increase educational access by both traditional means as well as through innovative instructional delivery systems, including active participation in the Indiana Higher Education Telecommunications Systems networks and other technology-based instruction.

The University welcomes appropriate partnerships for providing services to its constituency and cooperates with public and private universities, hospitals, and libraries to achieve this objective. The University participates with area business, industry, social and governmental agencies for research and development related to the problems and concerns of business development, labor-management relations, tourism and recre-

ation, healthcare delivery, gerontology, energy development, and environmental-quality analysis. Community groups often use campus facilities for meetings, programs, services, and instruction.

The University works in cooperation with the Indiana Department of Natural Resources to manage historic properties and tourism programs in New Harmony, Indiana, a community with a rich intellectual and cultural heritage. The community provides opportunities for research and laboratory learning experiences to benefit both the town and USI.

The University provides a comprehensive range of support services for students. These include academic skills development, child care, counseling, financial aid, placement, housing, health services, religious life, student activities, and both recreational and intercollegiate athletics. The University of Southern Indiana participates in NCAA Division II intercollegiate athletics and is a member of the Great Lakes Valley Conference.

The University admits graduates of commissioned high schools in the State of Indiana who successfully complete college preparatory courses in English, mathematics, science, and social studies with at least a C average. Other students will be considered for admission to the University based on past academic performance and promise for future success.

ACCREDITATION AND MEMBERSHIPS

The University of Southern Indiana is accredited by: The Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, Telephone: 312/263-0456.

USI also holds the following accreditations:

- Association to Advance Collegiate Schools of Business
- Accreditation Council for Occupational Therapy Education
- Accrediting Council on Education in Journalism and Mass Communications
- American Chemical Society
- Commission on Accreditation of Allied Health Education Programs
- Commission on Collegiate Nursing Education
- Commission on Dental Accreditation; American Dental Association
- Committee on Accreditation for Respiratory Therapy
- Council on Social Work Education
- Indiana State Board of Nursing
- Joint Review Committee on Education in Radiologic Technology
- National Association for the Education of Young Children
- National Council for Accreditation of Teacher Education
- Accreditation Board for Engineering and Technology

The University holds membership in the following:

- American Association of State Colleges and Universities
- American Association of Colleges for Teacher Education
- American Association of University Women
- American Association of University Professors
- American Council on Education
- Association for General and Liberal Studies
- Association of College Conference Centers and Event Directors International
- Association of College Unions International
- Association of Fundraising Professionals
- College and University Personnel Association
- Council for Advancement and Support of Education
- Council on Undergraduate Research
- Evansville-Area Personnel Association, Inc.
- Indiana Conference of Higher Education
- International Publishing Management Association
- The Chamber of Commerce of Southwest Indiana
- National Association for Printing Leadership
- National Association of College and University Business Officers
- National Collegiate Honors Council
- National Committee on Planned Giving
- Indiana Council for Advancement and Support of Education
- The Higher Learning Commission of the North Central Association of Colleges and Schools

Information on how to contact any of these agencies is available in the office of the Provost.

UNIVERSITY BOARD OF TRUSTEES

The University is governed by the Board of Trustees, composed of nine citizens appointed by the Governor of the State of Indiana. The trustees meet every other month.

Trustees

Ira G. Boots Evansville
 W. Harold Calloway Evansville
 John M. Dunn Evansville
 Jeffrey L. Knight Evansville
 Amy W. MacDonell Indianapolis
 Lauren K. Raikes '11 Speedway
 Ron Romain '73 Evansville
 Steven J. Schenck '72 Fishers
 Ted C. Ziemer Jr. Evansville

The officers of the board are Chair, John M. Dunn; Vice Chair for Finance/Audit, Ted C. Ziemer Jr.; Vice Chair for Long-Range Planning, W. Harold Calloway; and Secretary, Amy W. MacDonell.

OFFICERS OF THE UNIVERSITY

Linda L. M. Bennett, President
 Ronald S. Rochon, Provost
 Cynthia S. Brinker, Vice President for Government and University Relations
 Mark Rozewski, Vice President for Finance and Administration

ACADEMIC PROGRAMS

Baccalaureate degrees normally may be completed in four years by a student attending classes on a full-time (15 or more hours/semester) basis. Associate degrees normally may be completed in two years by students attending classes on a full-time basis. Some programs lead to certificates rather than diplomas, and the length of these programs varies.

All associate and baccalaureate degree programs include two major components: 1) University Core Curriculum and 2) specialization. Specific requirements for each program are described in this bulletin.

Requirements for graduate programs may be found in the graduate studies section. Master's degree programs are designed primarily for working professionals. Courses frequently are scheduled in the late afternoon or evening hours to accommodate students who hold full-time employment. Some graduate courses are available as partial or complete distance education. Master's degree programs are designed to be completed in two years of full-time study or three to four years of part-time study. The Doctoral of Nursing Practice (DNP) program can be completed in a year and one-half of full-time study or three years of part-time study.

PUBLIC AND PROFESSIONAL SERVICES

In addition to its academic programs for students, the University offers many cultural, recreational, and social programs to students and the general public. Continuing education classes, musical productions, guest lectures, athletic events, and theatrical performances are open to the public.

Many faculty members perform research services and are consultants to schools, business, industry, and governmental agencies. Information is available in the Office of News and Information Services.

UNIVERSITY FACILITIES

Thirteen major buildings, plus apartments and suite-style residence halls housing about 3,000 students, are on the 1,400-acre campus, located west of downtown Evansville.

The Support Services Building, located near the USI Foundation Office, houses Distribution Services, Procurement Services, Risk Management and Safety, and other administrative offices.

The Health Professions Center is a classroom and office building housing the College of Nursing and Health Professions. Indiana University School of Medicine Evansville is located on the third floor of the facility. Features of the Health Professions Center include the 450-seat Mitchell Auditorium, the Charles E. Day Learning Resource Center, a dental hygiene clinic and dental laboratory, lecture rooms, classrooms, instructional laboratories, seminar rooms, and faculty offices. Space in the lower level includes the Food and Nutrition Laboratory, Telehealth Center, classrooms for health services, a human performance laboratory, and the Student Health Center.

The Liberal Arts Center offers state-of-the-art instructional areas and offices for the College of Liberal Arts. Included are the Kenneth P. McCutchan Art Center/Palmina F. and Stephen S. Pace Galleries, Helen Mallette Studio Theatre, Clifford and Ruth Kleymeyer Lecture Hall, Anna Lee Hamilton Music Studio, Scripps-Howard Center for Media Studies (which includes the William R. Burleigh Media Resources Center, the Scripps-Howard Digital Arts Laboratory, and the Scripps-Howard Video Production Complex), Cynderella McDowell Miller Foreign Language Laboratory, a distance learning classroom, WSWI Radio Station, and several classrooms equipped with instructional technology to enhance learning.

The Robert D. Orr Center is a classroom and office building housing many of the student services departments. Offices of the English Department are located there, along with the Offices of Admission, Student Financial Assistance, Registrar, Counseling, Graduate Studies and Sponsored Research, the Computer Center and Telecommunications Services, Career Counseling, Career Services and Placement, and the Business Office, including the Cashier. Students may pay fees and cash checks at the cashier's window on the lower level.

The Physical Activities Center (PAC) provides instructional space for physical education and recreation programs as well as offices for the Athletics Department and Physical Education Department. Included in the building are the aquatics area, specialized physical education and service facilities, classrooms, locker rooms and team rooms, and multi-purpose activity areas. The PAC has a seating capacity of 3,600 and serves as the home court for indoor sports programs.

The Recreation and Fitness Center provides a wide variety of programs and services supportive of a wellness lifestyle; a 44,000 sq. ft. addition to the building opened in 2009. The RFC features a state-of-the-art exercise and weight-training area; two wooden courts for basketball, volleyball, and badminton; an elevated four-lane jogging track; an activity room for group exercise classes; and lockers and showers. The addition has a rock climbing tower and an eight-foot-tall climbing wall. It also has two group exercise rooms, a game room, rooms dedicated to stretching, a larger cardio room, a combat room with punching bags and wrestling mats, a health assessment room, and additional office space. Students, faculty, and staff can enjoy leisure time on their own or with University friends.

The Science Center adjoins the Wright Administration Building. In addition to laboratories and classrooms, the Science Center houses offices for the Pott College of Science and Engineering (for Engineering, see the Business and Engineering Center). The Torrington Science Research Laboratory and the Black Beauty Coal Chemistry Laboratory provide state-of-the-art instructional areas for chemistry. The Torrington Wing of the Science Center has classrooms, labs, and offices.

The Science Center is connected to the Education Center, where classrooms, laboratories, and offices for the Bower-Suhreinrich College of Education and Human Services are located. University Division offices are also here, along with the Social Work Department, the Honors Program, and ROTC offices. The Couch-Renner Lecture Hall is located in the Education Center, and a greenhouse is on the floor above the lecture hall.

The Technology Center houses offices for the Art and Theatre faculty, and provides classrooms and other facilities for programs of those departments. The Ceramics Center and the Art Studio are located adjacent to the Technology Center.

The University Center is located strategically in the center of campus where students and faculty may convene for informal meetings, meals, study, social activities, recreation, open discussions, or formal campus occasions. With a major new expansion (University Center East) that opened in spring 2011, the University Center provides space for student organization offices, conference rooms, lounge facilities, food services, and the University Bookstore. Offices for the Dean of Students, Conference and Meeting Planning (including the Student Reservations Office), Student Involvement Center, Multicultural Center, Student Development, and Student Publications are located here. The UC also houses the Division of Outreach and Engagement including Bachelor of General Studies, Center for Human Resource Development, Center for Continuing Education, Center for Education Services and Partnerships, Center for Applied Research, Service Learning, and Historic Southern Indiana. Also in the new facility are Special Events and Scheduling Services, International Programs and Services, and the Center for Academic Creativity.

Carter Hall, located on the upper level of the University Center West, accommodates groups for seminars, workshops, meetings, luncheons, dinners, or dances. The University Suite and Renner, Couch, and NBD Bank meeting rooms are on the UC West upper level as well.

The USI Theatre, Scene Shop, and Costume Shop are located three miles east of campus, off Barker Avenue at 3001 Igleheart Avenue. Classes in theatre are conducted there.

David L. Rice Library, the “heart of campus” named for the first president of USI, houses the University’s library collections, including reference materials, the general book collection, periodicals, media, and the University Archives and Special Collections. The building features group-study rooms, three reading rooms, and a variety of seating choices. Computers are available to patrons, and laptops may be checked out by students for in-library use. The facility is easy to navigate with seating and group-study rooms concentrated along the outside edges of each floor. The library occupies the top four levels, and the lower level of the building has classrooms. A coffee shop is located on the ground floor by the quad entrance.

The Byron C. Wright Administration Building houses administrative offices including those of the President, the Provost, Business Affairs, and Government and University Relations. Also located here are offices for Alumni and Volunteer Services, Budgeting and Foundation Accounting, and Internal Auditing. The Forum Wing of the Wright Administration Building houses offices for Human Resources, Instructional Technology Services, Travel Services, and Office of Planning, Research, and Assessment. Three lecture halls are located on the lower level and there are also classrooms and conference rooms in the facility.

The Publishing Services Center provides space for News and Information Services, including news bureau and photography; and for Publishing Services, which includes graphic design, photocopying, printing, and bindery. A centralized copy center with enhanced copying and bindery services is located here as well.

The O’Daniel and McDonald Apartments provide apartment-style housing for students. Four residence halls – Fred C. Newman Hall, Frank O’Bannon Hall, Henry and Betty Jane Ruston Hall, and Governors Hall – offer enclosed suite-style housing with computer labs and meeting rooms. The Robert J. Fair Residence Life Center, located in the McDonald complex, contains Housing and Residence Life staff offices and a computer laboratory. The Residence Life Community Center, opened in 2008, has a 1,500 square foot lounge with comfortable furniture, tables and chairs, a fireplace, laundry facilities, computer lab, and direct entry to Eagle Xpress and Archies Pizzeria. The Residential Life Service Center houses Religious Life, laundry facilities, and the Office of Student Conduct and Resolution Services.

The Business and Engineering Center, which opened in fall 2010, houses the College of Business and the Engineering Department. Along with classrooms, laboratories, and faculty offices, the facility features nearly 11,500 square feet of common space intended to encourage collaboration by allowing students and faculty to continue conversations begun in class or interact with those in other areas of study. The BEC also provides laboratories for study of the stock market, entrepreneurship, sales, and sales management, and engineering facilities including a design center, radio-frequency shielded room, and laboratories for physics, vibration, materials testing, soils, and surveying.

ADMISSION

UNDERGRADUATE ADMISSION REQUIREMENTS AND PROCEDURES

Beginning Freshmen

To qualify for regular admission to the University of Southern Indiana, new freshmen are expected to graduate in the upper 50 percent of their class and fulfill Indiana Core 40 requirements. Students not meeting these requirements may be considered for acceptance based on their high school GPA and curriculum, standardized test scores, and other evidence of the applicant's potential for academic success. Students receiving a GED will be evaluated for admission based on their examination scores and academic record.

Freshman admission classifications include:

- Admission with distinction. Students must graduate in the top 10 percent of their class or achieve a minimum SAT score of 1200 or ACT of 26 and graduate in the top 20 percent of their class. Indiana students also must complete Core 40 requirements.
- Admission in good standing. Students must rank in the upper 50 percent of their high school class. Indiana students also must complete Core 40 requirements.
- Admission conditionally. The University may offer conditional admission to a limited number of students who must agree to follow a prescribed course of study and advisements. Basic requirements are as follows:
 - Academic advising in University Division
 - Enrollment in no more than four three-credit or four-credit classes
 - Successful completion of UNIV 101 (Freshman Seminar, one credit hour) during student's first or second semester. The advisor and student may substitute GENS 105 (College Study Strategies), if appropriate.

Students remain on conditional status until they complete at least 24 hours at USI (quality hours, GENS/UNIV hours, or a combination) with a 2.0 GPA and all P (passing) grades in GENS/UNIV courses. At this point, students can declare a major. A conditionally admitted student may be allowed to declare a major before meeting all the above conditions, providing first semester grades demonstrate good academic progress in full-credit classes.

In order to assure full benefit of the academic advising, a conditionally admitted student must meet with his/her University Division academic advisor before being allowed to register for classes. Also, an academic advisor must approve all changes to a conditionally admitted student's schedule of classes. These advising guidelines seek to provide maximum support and guidance to conditionally admitted students during their critical first year.

Admission to the University does not guarantee acceptance into a specified area of study, department, or college. Further information about the requirements of major programs and/or colleges may be obtained from the Office of Admission.

Homeschooled Students

The University of Southern Indiana welcomes applications for University admission from homeschooled students. Homeschooled students have been part of the academic community for many years and the University recognizes the important contributions that these students make both in the classroom and as a part of student life on the campus. The University makes a deliberate effort to accommodate the special circumstances and needs of homeschoolers in the admission process.

Applicants for admission who have not fulfilled the Indiana Core 40 requirements are considered individually, based upon the same criteria used in the evaluation of students from public or private high schools. Grade point average, curriculum, standardized test scores (SAT, ACT), and other evidence of the applicant's potential for academic success are considered in the admission decision.

Qualified homeschooled students are eligible for consideration of departmental scholarships. Homeschooled students applying for academic scholarships are evaluated on the same basis as all other students. Grade point average and standardized test scores (SAT, ACT) serve as the primary criteria.

Standardized Test Scores

All students applying for admission to the University of Southern Indiana are required to take either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). These tests should be taken prior to application to the University.

Transcripts

The University understands that the academic transcripts of homeschooled students may differ from those of public and private high school students. Homeschooled transcripts are required for admission to the University and they should include:

- An assessment of academic performance (letter grades, percentages), including an explanation of any applicable grading scale or class ranking
- A list of all high school equivalent courses taken, and the timeframe in which the courses were completed (year and semester)

If you have completed course work concurrently at a college or university, include official transcript(s) from the institution(s) with your application for admission.

Admission of homeschooled students to the University of Southern Indiana does not guarantee acceptance into a specific program of study, department, or college. Further information concerning the academic requirements of major programs and/or colleges may be obtained from the Office of Admission.

Out-of-State High School Graduates

Out-of-state students are encouraged to apply and will be considered for admission based on the same criteria as an Indiana student except for the Indiana Core 40 requirement.

Required Test

A beginning freshman entering the University is required to take either the American College Test (ACT) or Scholastic Aptitude Test (SAT). Beginning freshmen should take one of these examinations in the latter part of the junior year or early in the senior year in high school. Each applicant should consult his or her high school principal or guidance counselor for detailed information on test dates, test centers, registration forms, registration periods, and deadlines. This information also may be obtained by writing to either: ACT Program, Box 414, Iowa City, Iowa 52240 or SAT Program, Box 592, Princeton, New Jersey 08540. If a student already has taken one of the required tests and the University of Southern Indiana was not designated to receive the results, he or she should do one of the following: (1) write to the National Testing Center and request the scores be sent to the University, or (2) request that the high school send the test scores to the USI Office of Admission. A student who did not take the SAT/ACT while in high school should contact the Office of Admission for test registration information. Students transferring from another university are not required to take either test.

NOTE: A beginning freshman who has been out of high school for three or more years is not required to take either the ACT or SAT.

Transfer Students

In evaluating applications for transfer admission, factors which will be considered are: (1) academic performance at each college attended; (2) academic performance from high school; and (3) personal qualifications and citizenship. The applicant also may be asked to: (1) have an interview with a member of the Admission staff; and (2) provide scores obtained on either the ACT or SAT exam.

A student desiring to transfer from another accredited college will need to submit an application for admission, high school transcript, and one official transcript from each college attended. A transfer student should have a minimum cumulative average of C and be in good standing at the institution from which he or she is transferring. An applicant with less than C cumulative average will be reviewed on an individual basis. Under no circumstances will the applicant's previous college work be disregarded.

Transfer Credit Policy

Course credits earned from regionally accredited colleges and universities will be accepted as transfer credit subject to the following guidelines:

1. Only courses with grades of C or better will transfer (minus grades from other colleges and universities will be upgraded to the standard letter grade (ex. B- to B). Grade point averages do not transfer.
2. Orientation courses will not be accepted as transfer credit, nor will coursework from academic departments which have no counterpart in the USI curriculum.
3. Noncredit courses earned at previous colleges or universities will not transfer.

4. Even though credit hours are transferable, the transferred hours may not necessarily apply toward a particular degree program. The applicability of credits toward a particular degree, as well as the University Core Curriculum, can be determined in counsel with the appropriate departmental advisor.
5. A maximum of 64 credit hours may be transferred from regionally accredited community and/or junior colleges.

A student's overall transfer grade point average will not be recorded on the student's transcript. Consequently, a transfer student will establish a grade point average from the University of Southern Indiana based only on courses taken at this University. A transfer student must, however, meet the requirements for continued enrollment which correspond to the sum of the total transfer hours accepted and total hours attempted at this University. Also, all hours attempted at previous universities will be summed with courses taken at this University in computing graduation honors.

Credit for Associate and Occupational Degree Programs

There are several programs at USI for which articulation agreements, allowing transfer of specific courses or blocks of credit, have been developed with other institutions in the area. The Bachelor of General Studies program offers graduates with Associate in Applied Science degree programs (such as those offered at Ivy Tech) the opportunity to receive recognition of their studies in the form of a block of credit hours. Students in regionally-accredited associate or occupational degree programs who are interested in obtaining a baccalaureate degree at USI are encouraged to obtain specific information about credit-transfer options as early in their college careers as possible. Other procedures for the recognition of educational experience include credit by examination, departmental examination, advanced placement, and CLEP. Additional details about all of these methods for obtaining credit for prior educational experience are available from the Office of the Registrar.

Special Student

A student applying under this category must be 18 years of age or older and must have graduated from a Department of Education-commissioned high school. The pursuit of a degree may not be an immediate objective for the special student. The applicant should complete the regular application for admission. Normally, the special student is not required to submit any test scores or transcripts. However, if the student later decides to pursue a degree, all pertinent academic documents must then be submitted to the Office of the Registrar for consideration as a degree-seeking student.

Notice of Admission

An application will be acted on promptly upon receipt of all requested materials. Applicants will be notified immediately of their admission status.

Step-by-Step Admission Procedure

The student desiring admission should proceed as follows:

1. Secure an application for admission. The application and other pertinent information are available in the guidance office of most Indiana high schools or they can be requested from the Office of Admission, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712. Students also can apply online by accessing the web site at www.usi.edu.
2. Complete section one of the application and take it to the guidance counselor or principal of the high school from which the applicant expects to be graduated (or has graduated). The high school transcript will be attached and the completed application will be forwarded by the high school official.

NOTE: A transfer or guest student should send the application directly to the Office of Admission after completing section one. If a high school transcript is required, the student will be notified by the Office of Admission.

3. Submit SAT or ACT scores. If the student has not taken the Scholastic Aptitude Test, or the American College Test, the student should attempt to do so prior to admission. It is recommended that the SAT or ACT be taken during the spring term of the junior year in high school; however, test scores will be accepted any time prior to the orientation and registration program. If a freshman applicant has not taken the SAT or ACT prior to his or her first registration, the director of Admission may grant permission for the student to sit for the examination during the first term of enrollment. A transfer or guest student is not required to submit test results. In addition, a beginning freshman who has been out of high school for three or more years is not required to take either test.
4. When all steps listed above are completed, the applicant's admission will be complete and the applicant will be notified of the decision on admission to the University. Prior to the beginning of the semester, detailed information relating to orientation, academic advisement, and registration for classes will be mailed. This information will provide specific dates, times, and places for the orientation, advisement, and registration activities.

GED Test Admission

An individual 18 years of age or over who is not a high school graduate may be admitted on the basis of an achievement test certificate and score report. This certificate may be granted as a result of satisfactory scores on the General Educational Development (GED) test. An individual who desires to secure the test certificate should contact the school superintendent's office in the individual's community for information on the GED test.

NOTE: Applicants who have been schooled in settings other than a commissioned high school and who are less than 18 years of age will be reviewed individually by the director of Admission. Scores from the SAT or ACT are required and completion of the GED test or other high school equivalency test is strongly recommended.

Early Admission

A high school junior or senior who is approaching graduation may be admitted to the freshman class upon approval from the high school principal or guidance counselor, the student's parents, and the director of Admission.

A superior high school student may be admitted for the summer sessions between the junior and senior years of high school. Approval must be obtained from the parents, high school counselor or principal, and the director of Admission.

Required application materials include (1) the regular application for admission; (2) the high school transcript; and (3) the high school agreement form. Applicants who have been schooled in settings other than a commissioned high school and who apply for early admission also must submit scores from either the SAT or ACT nationally standardized testing programs. The final decision on all early admissions will be made by the director of Admission.

Admission to the Nursing and Health Professions Programs

A person seeking admission to dental assisting, dental hygiene, dietetics, nursing, occupational therapy, occupational therapy assistant, respiratory therapy, and radiologic and imaging sciences must first be admitted to the University and then to the program. An application must be submitted to the Office of Admission prior to submitting a departmental application to the particular health professions program. For additional information on the health professions programs go to the web site: health.usi.edu or contact the College of Nursing and Health Professions, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712.

Admission of International Students

International applications are accepted on a rolling basis throughout the year. An international student who will enter the U.S. on a nonresident student visa (F-1 or J-1) should apply well in advance of the semester in which the student plans to commence studies. In order to receive consideration for admission the student must submit:

- A completed international application for admission with application fee (application materials are accessible at www.usi.edu/admissn/intnl/index.asp);
- Official results from the Test of English as a Foreign Language (TOEFL), APIEL, or IELTS exams. If English is the native language, in lieu of TOEFL send official results of either the Scholastic Aptitude Test (SAT) or American College Test (ACT);
- Complete and attested copies of academic records (in English) from each high school (with graduation date), college, or university attended;
- Statement of Finances with supporting documentation in U.S. dollars;
- If transferring to USI from another U.S. school or university, submit an International Student Status Form.

Advanced credit may be given for International Baccalaureate higher examinations, British GCE Advanced Levels, Advanced Placement examinations, or CLEP tests.

Exchange students participating in an established exchange program between their home institution and USI should contact the international office at their institution to apply to the program.

For additional assistance with the application process and information specific to a country, international students should contact a local U.S. Embassy, U.S. Consulate, or U.S. Information Service for referral to the closest educational adviser. Information on educational advising centers also is available from the U.S. Department of State web site at www.educationusa.info/centers.php.

Intensive English

A full-time program in intensive English is available at USI campus ESLI International (www.usi.edu/univ_div/esli/). Upon successful completion of the ESLI Pre-University Level and submission of all required documents, students will be admitted to a degree program without submitting a TOEFL score.

Study Abroad Opportunities

The University offers study abroad opportunities in 60 countries through the International Student Exchange Program (ISEP), CEA, CIEE, AustralLearn, and cooperative agreements with several other institutions, including the University of Evansville's Harlaxton College in England. With advance planning, it is possible for students in virtually any major to participate in an international program. Programs offer a variety of experiences, from specialized courses taught entirely in English or short-term programs led by USI faculty to direct enrollment in the international university. Students receive USI credit for the coursework completed during the summer, semester, or academic year.

The University is committed to making study abroad affordable as well as accessible to all students. The costs of some study abroad programs are based on tuition and room and board at USI. Other program fees are based on the costs of the host university or the sponsoring agency such as CIEE. The program fees for all USI-approved study abroad programs are charged through USI, which allows students to apply most forms of scholarships and other financial aid toward those fees. Additional information is available from the Office of International Programs and Services at 812/465-1248.

Servicemembers Opportunity College

The University is a member of Servicemembers Opportunity Colleges (SOC), a consortium of national higher education associations. As such, it cooperates with the Department of Defense, the Military Services, the National Guard Bureau, and the Coast Guard to help meet the higher education needs of Service members.

Programs for Spouses and Retirees

Special reduced-fee programs are available for spouses of full-time students and for retired people. See the Financial Assistance section for details.

Application Deadlines

An application for admission should be submitted well in advance of the term in which the student plans to enroll. A beginning freshman should complete the admission procedures early in the senior year of high school. The following deadlines have been established for students in order that maximum consideration and assistance can be given to each applicant.

Fall Semester	August 15
Spring Semester	January 1
Summer Session 1	May 1
Summer Session 2	June 1
Summer Session 3	July 1

Exception to these deadlines can be made only with special approval of the director of Admission.

Tentative Acceptance for Admission

The Office of Admission may offer tentative acceptance for admission to transfer students who have not completed the full requirements for admission by the beginning of the first term of attendance. Transfer students who enter the University without complete credentials for admission will be required to submit the appropriate credentials as a prerequisite to their continued enrollment. Required credentials must be submitted to the Office of Admission within the semester of initial enrollment. Continued enrollment is conditional upon compliance with the admission requirements which were in effect at the time of the student's initial enrollment in the University.

Credit by Examination

The University credit by examination program is designed to recognize superior learning experiences and translate that experience into college credit. It helps a student gain recognition for what the student knows and can do irrespective of how, where, and when the knowledge was obtained. Candidates for credit by examination need to contact the department of the specific exam subject.

Advanced Placement Program (AP)

The Advanced Placement program is a testing program of the College Entrance Examination Board (CEEB). It is a special college-level learning experience of the high school student which can take the form of an honors class, a strong regular course, tutorial, or independent study.

Any high school sophomore, junior, or senior who has participated in the Advanced Placement program (AP) during high school, or has developed an equivalent background through the student's own initiative, may make arrangements to be tested in any or all of the following 17 areas:

Art, History, English, Physics, Biology, Environmental Studies, Psychology, Calculus, French, Spanish, Chemistry, German, Statistics, Chinese, History, US Government, Economics, Japanese

Tests are given once a year during the third week in May. Participating high schools with Advanced Placement programs

may administer their own tests. A student attending a non-participating school may take the qualifying exams at any participating school. The minimum score one must attain to receive credit is three, with five being the highest possible score.

For assistance in making test arrangements, write to:

Program Director
College Board Advanced Placement Program
Box 977
Princeton, New Jersey 08540

College Entrance Examination Board SAT II

A student is not required to take the SAT II, but is encouraged to do so while in the junior or senior year of high school. These tests should be taken especially if the student has gained a high degree of proficiency in certain areas. A high school student should contact the high school counselor for registration materials and further information.

College Level Examination Program (CLEP)

1. General Exams measure achievement in four five basic areas of general education: English composition, humanities, mathematics, natural sciences, and social sciences. Credit for successful completion of the general examinations is granted for general education courses. NOTE: A student who has earned 24 credit hours of college credit is not eligible to receive credit for general exams; however, may take subject exams for up to 94 hours of credit. In addition, a student must take the mathematics general exam prior to the official mid-term date of the student's first college-level mathematics course.

2. Subject Examinations of CLEP To supplement the general examinations of CLEP, the subject examinations cover specific academic areas. The subject examinations which are eligible for credit at the present time are:

- American Government
- American History II (1865-Present)
- American History I (Beginning-1877)
- Analysis and Interpretation of Literature
- Biology, General
- Business Law, Introductory
- Calculus with Elementary Functions
- Chemistry, General
- College Algebra
- College Composition Modular
- Financial Accounting
- Macroeconomics, Introductory
- Management, Introductory
- Marketing, Introductory
- Microeconomics, Introductory
- Psychology, General
- Sociology, Introductory
- Trigonometry
- Western Civilization II (1648-Present)
- Western Civilization I (Ancient-1648)

Registration for the CLEP examinations may be made through the Workforce Certification Center at Ivy Tech at 812/429-9852.

Departmental Examinations

There are several departmental exams through which students can be awarded credit, provided the student demonstrates a level of proficiency satisfactory to the department involved. In order to be eligible for a departmental exam, the student must be in good standing and regularly enrolled at the University as a degree candidate.

A department may adopt either a standardized examination available to the department from outside the University or may develop the appropriate exam for the subject area.

Departmental exams may be written, oral, or both. To earn foreign language credit by examination for high school course work, students must obtain a grade of B or better in the USI foreign language course into which they have been placed by an advisor. A fee of \$10 is required for processing. For further information about departmental examinations, contact the department involved.

Additional Policies Concerning
Credit by Examination

1. Anyone may take examinations for credit; however, only a currently or previously enrolled student of USI may apply earned credit toward a degree.
2. A student may not establish credit for auditing purposes; similarly, the student may not take a course for credit if the student has established credit by examination for that course.
3. A student may not establish credit by examination for any course in which the student is currently enrolled.
4. The Credit by Examination program is designed expressly for the student who intends to earn a degree at USI. The decision on whether the exam credit is transferable remains with the institution to which the student may intend to transfer.
5. Upon successful completion of any examination, the student will be offered credit for the equivalent course(s). A letter grade will not be assigned; therefore, the credit will not affect the student's grade point average.
6. After credit is granted to a student through any one of the Credit by Examination programs, there is no additional charge to the student. Earned credit (if accepted by the student) is recorded automatically on the student's transcript.
7. A request for an exception to the current policy may be made to the department chair responsible for the discipline covered by the exam. Such a request will be reviewed by a committee consisting of the dean, the director of Admission, and the provost.
8. A maximum of 94 credit hours earned by examination may apply toward a student's baccalaureate degree, and a maximum of 46 credit hours earned by examination may apply toward the student's associate degree. For detailed information concerning the Credit by Examination program, contact the department appropriate to the exam.

Placement Testing Program

Academic Skills administers math, foreign language, reading, and writing placement tests. Any required placement testing must be completed prior to advising and registration. Photo identification is required to test. Appointments can be sched-

uled by contacting Academic Skills (812/464-1743) between the hours of 8 a.m. and 4:30 p.m. Central Time, Monday through Friday. Students with disabilities requesting special accommodations must be registered with the Counseling Center (812/464-1867) at least two weeks prior to scheduling an appointment for placement testing.

Mathematics – All students who earn degrees from USI are required to complete the mathematics component of the University Core Curriculum. Our placement testing procedures are designed to facilitate the transition from high school mathematics to college mathematics. These procedures are based on evidence that shows students who enter math courses at the proper level are more likely to succeed and complete their mathematics requirement(s) in the most expedient manner.

New Students – All students who are not exempt from placement testing (see criteria below) are required to take the mathematics placement test prior to enrolling in a math course at USI. The placement test is designed to determine students' readiness for college-level mathematics courses and to place students into classes where they can be successful. The placement test results will determine the level of entry-level math course students will be allowed to take; therefore, it is extremely important that one's best effort be given to this exam.

Transfer Students – All students entering USI without transfer credit to satisfy the mathematics component of the University Core Curriculum must take the math placement test prior to enrolling in a math course. This includes students with associate degrees from other institutions.

Nontraditional Students – Because students who enter courses at the proper level are more successful in college than students who take a course that is too easy or one that is too difficult, the Department of Mathematics requires all nontraditional students take the placement test. Placement tests do not affect admission to the University; the results of the placement tests are used only to determine the appropriate entry-level math course. Starting in the right course will help students succeed academically, which ultimately will save time and money.

Exemptions from Placement Testing – Some students may be exempt from taking the math placement test based on the following:

- Math SAT score of at least 640 or Math ACT score of at least 29
- Math SAT score of at least 600 or Math ACT score of at least 26 AND High School GPA of at least 3.0 (on a 4.0 scale).

With the assistance of an advisor, students who are exempt from placement testing may select the math course which best meets the requirements of his or her program of study.

Foreign language—Placement testing is recommended for students who studied French, German, Spanish, Japanese, or Latin in high school. The foreign language placement test allows students who studied a foreign language in high school to enroll

in a course ranging from the second to the fifth semester of language study. Achieving a grade of B or better in the course in which they are placed earns credit for all preceding courses. Students requesting Japanese or Latin placement should contact the Department of Modern and Classical Languages (812/461-5203); French, German, and Spanish placement tests are given by Academic Skills (812/464-1743).

English—The Department of English has mandatory placement for all introductory writing courses (GENS 098, ENG 100, and 101). Placement into an appropriate writing course is determined by a student's high school rank percentile and Critical Reading and Writing SAT or equivalent ACT scores. Transfer students' English placement will be based upon their transfer credit evaluation.

To place into ENG 101, students must meet two of the following three criteria:

- High School rank percentile of 51 percent or above
- SAT Critical Reading score of 450 or above
- SAT Writing score of 450 or above

Students who do not meet two of these three criteria must write a placement exam prior to registering for their composition courses.

In cases where students submit ACT scores instead of SAT scores, the equivalent ACT scores will be used. In cases where students submit both ACT and SAT scores, the scores that place the student in the higher course will be used. In cases where the student's data is incomplete, the student will be required to write the placement exam.

Reading – Placement into an appropriate reading course is determined by a student's Verbal SAT/Reading ACT score. Students who do not have a Verbal SAT/Reading ACT score will need to take a Reading Placement exam. Reading placement is mandatory for both developmental reading courses (GENS 099 and GENS 151).

Orientation

All new students (freshmen and transfers) will participate in new student orientation, both the advising and registration program and the welcome week program. Both programs are designed to assist new students in making the transition to the University. The advising and registration program focuses on introducing new students to the academic policies and support services at USI, facilitating the academic advising and registration process for their first semester, and preparing students for the first day on campus. During this program, new students will meet with a faculty member in the student's intended major to select courses. The fall welcome week program provides further orientation to programs and services offered by the institution; education on developing skills needed to succeed in college; and opportunities to become connected with other students, faculty, and staff at the institution. Additional orientation opportunities exist through the First Year Initiatives Program, which is designed to help freshmen achieve success in college

and provide further transition assistance. Newly admitted students will receive a mailing from the Office of Student Development Programs several months prior to their first semester, outlining dates and instructions for participation in new student orientation. Further information may be obtained at www.usi.edu/orientation.

Evening Student Services

To accommodate evening students, the offices of Admission, Student Development Programs, Student Financial Assistance, Registrar, and Career Services and Placement offer evening hours when classes are in session during fall and spring semesters. Contact the individual office for hours of operation. Students who need to see specific faculty or staff members during evening hours should make appointments to do so.

UNDERGRADUATE FINANCIAL ASSISTANCE

Application for Financial Assistance

To be considered for all types of assistance, students must file the Free Application for Federal Student Aid (FAFSA) by March 10 preceding the academic year for which aid is being requested. The Free Application for Federal Student Aid (FAFSA) is available to complete online at www.fafsa.gov. All required documentation such as the USI Financial Aid Data Form and any additional financial documents requested by the University must be submitted to the Student Financial Assistance Office by May 1 for timely processing. Signed photocopies of prior year federal tax returns will be required only from applicants who are selected for verification. Applications and files completed after prescribed deadlines (while the student is still enrolled in the required number of credit hours) will be considered on a funds-available basis throughout the academic year.

New Freshmen

To be eligible for federal student aid, all new freshmen must submit an eighth-semester high school transcript or General Education Development (GED) certificate to the USI Admission Office.

Transfer Students

Transfer students must have their academic transcripts from prior colleges evaluated by the USI Registrar's Office before student loans can be processed. Transfer students with less than 30 credit hours of acceptable transfer credit also must submit an official high school transcript or GED certificate to the USI Admission Office.

Name, Social Security Number, and Date of Birth

Financial aid applicants must use the same name, Social Security number, and date of birth in all official government records. Name changes must be on file with the Social Security Administration before financial aid applications can be processed. Applicants must use their full legal name, correct Social Security number, and date of birth on the FAFSA and the University's Financial Aid Data Form. Note that other

agencies such as Selective Service and Immigration will be checked to see if the student is in compliance with all federal regulations. Proof of draft registration compliance with Selective Service may be required for male students who have reached age 18. The Department of Homeland Security, Citizenship and Immigration Services, must verify the alien registration number of all immigrants who are not naturalized citizens. An incorrect name, Social Security number, date of birth, or alien registration number will cause significant delays in aid processing.

Enrollment Status/Credit Level

For undergraduate financial aid purposes, the following minimums apply in determining eligibility for assistance.

Undergraduate

Full-time	12 credit hours
¾-time	9 credit hours
½-time	6 credit hours

NOTE: Assistance may be reduced or withdrawn for less than full-time enrollment. Only credits that are required for successful completion of the student's degree program may be counted in the determination of enrollment status. Students who receive aid for courses not required for graduation will be directed to repay all or a portion of such aid. Some financial aid programs require continuous full-time enrollment. Scholarship recipients are responsible for knowing and complying with the rules specific to each scholarship program.

Financial Responsibility

Students must be prepared to pay that portion of their tuition and fees not covered by financial aid. The Bursar's Office offers an installment payment plan that utilizes multiple payments during an extended time period. An additional processing fee is assessed.

Most types of aid will appear as a credit against tuition and fees on the bill sent prior to the start of classes. Some aid types, such as Work Study, require special procedures and will not appear on the tuition bill. Memo aid that appears on the bill, may be deducted from total tuition and fees. Students should contact their Student Financial Assistance counselor if they have questions about these procedures.

General Eligibility Requirements for Federal Student Aid

To receive Pell Grants, Supplemental Educational Opportunity Grants, Federal Work Study, Stafford Loans, and PLUS Loans, a student must meet the following general requirements and additional program-specific requirements.

Basic eligibility requirements:

- Demonstrate financial need (except for unsubsidized Stafford loans and parent PLUS loans)
- Be a U.S. citizen or eligible noncitizen (for most programs) with a valid Social Security number (SSN)
- Be working toward a degree or certificate in an eligible program

- Have a high school diploma or a General Educational Development (GED) certificate
- Register (if you haven't already) with the Selective Service, if you are a male between the ages 18 and 25
- Maintain satisfactory academic progress
- Not be in default on a Title IV or HEA student loan or owe a repayment of a Title IV or HEA grant received for attendance at any institution
- Complete and submit all requested forms/documents (such as Verification) to the Office of Student Financial Assistance; check your MyUSI to see what forms/documents have been requested

Federal Financial Aid Programs

Federal Pell Grant. This is the largest federal student aid program for undergraduate students. It provides grants to the neediest students. These grants are gift aid and therefore do not have to be repaid. Pell Grants provide a foundation of financial aid to which other types of assistance may be added.

Students apply for Pell Grants by completing the FAFSA. As a result of applying for the Pell Grant, the student will receive a Student Aid Report (SAR). The SAR must be checked by the student for accuracy and any errors reported to the Student Financial Assistance Office.

Federal Supplemental Educational Opportunity Grant. As with Pell Grants, the SEOG program is limited to undergraduate students. Students who have met requirements for a bachelor's degree are not eligible for either program.

Supplemental Grants are available to exceptionally needy students who complete the FAFSA and submit all required documentation before the published deadline.

Federal Work Study (FWS). This program provides jobs for undergraduate and graduate students who need financial aid. Students are paid at least minimum wage and work between five and 20 hours per week when school is in session. During periods of non-enrollment, eligible students may work full time, if funds are available. A portion of the earnings from non-enrollment periods is used to meet the student's academic year expenses and, therefore, may reduce a student's need for other assistance. Summer work study funding is limited by available federal aid.

Students may apply for the FWS program by completing the FAFSA and indicating Work Study as a type of aid requested. Preferred filing deadlines should be observed to ensure consideration of the student for these limited funds.

Stafford Loan. These are low-interest loans made to students through the William D. Ford Direct Loan Program. Stafford Loans are available to both undergraduate and graduate students. Repayment begins six months after the borrower graduates, withdraws from USI, or drops below half-time status.

All students must complete the FAFSA before the Stafford Loan is offered by the University. Students should accept/decline/reduce the amount of their Stafford loan on MyUSI at least two months prior to the start of the term for which the loan is being requested. First-time Stafford Loan recipients will be required to complete Entrance Counseling and a Master Promissory Note prior to disbursement.

PLUS Loan. PLUS Loans to parents of dependent students are available. Interest is fixed but may vary annually. Repayment begins within 60 days of the second disbursement. For a full-year loan, repayment will begin in the spring. The loan can be deferred until six months after the student graduates, leaves school, or drops enrollment below half-time status. The parent borrower may request this deferment option by contacting Direct Loans at 800/ 848-0979. USI PLUS Loan Request Forms are available from the USI Student Financial Assistance Office or online at www.usi.edu/finaid. PLUS Loans are offered through the William D. Ford Direct Loan Program.

State of Indiana Student Aid Eligibility

An eligible student must be:

- an Indiana resident domiciled within the State of Indiana on December 31 prior to the first day of the academic year for which the award is made;
- a high school graduate of an approved secondary institution;
- a qualified Indiana resident who has not been convicted of a felony, illegal use of force or violence during a public demonstration, or a crime involving narcotics or dangerous drugs;
- a full-time student (12 or more credit hours) through the end of the tuition-refund period, earning credits toward the first undergraduate degree.

Note: Most Indiana programs require that the FAFSA be filed early enough to be received by March 10 each year. State Student Assistance Commission of Indiana (SSACI) edit letters must be responded to by May 15.

State of Indiana Financial Aid Programs

Hoosier Scholar Award. These awards are unrestricted grants made to select freshman applicants who are nominated by their high school using guidelines established by the State Student Assistance Commission of Indiana (SSACI). Financial need is not a consideration and the awards are not renewable. Hoosier Scholar Awards may be used at eligible Indiana institutions such as USI in the academic year following high school graduation.

Higher Education Award. Part of the Frank O'Bannon Grant Program, HEAs are awarded on the basis of need and are restricted to payment of academic year tuition. An eligible Indiana institution's school code, such as USI (001808), must be listed on the FAFSA. The FAFSA is filed online at www.fafsa.gov. The FAFSA must be received by the processor on or before March 10 each year.

Minority Teacher and Special Education Services Scholarship. State-funded and administered by the University,

scholarships are awarded to outstanding black or Hispanic students majoring in education or individuals pursuing a special education teaching or occupational or physical therapy certification. Recipients must be Indiana residents who are enrolled or will enroll full-time. Applications are available in the USI Teacher Education Department and in the Student Financial Assistance Office. The application deadline is June 1.

Nursing Scholarship Fund Program. Tuition-only scholarships are available to Indiana residents who are or will be enrolled in the first- or second-year nursing program. Recipients must be enrolled at least half-time (six credit hours) and demonstrate financial need by completing the FAFSA. Applications are available in the College of Nursing and Health Professions and the Student Financial Assistance office. The application deadline is June 1.

Vocational Rehabilitation Education Assistance. Indiana Rehabilitation Services provide educational assistance to eligible Indiana residents through the Vocational Rehabilitation Division. The Student Financial Assistance office will coordinate this assistance with other types of aid that may be available.

Students should contact the Vocational Rehabilitation Division Office in their region if they think they might qualify for rehabilitative services. Vocational Rehabilitation is listed under Family and Social Services in the State Offices section of the phone directory.

Child of Disabled or Deceased Veteran (CDV). State universities and colleges in Indiana waive tuition and certain fees for the natural or adopted children of service-connected disabled or deceased veterans. The veteran must have received an honorable discharge and must be considered to be an Indiana resident by the Indiana Department of Veterans Affairs. Waivers of tuition and instructional fees are available for a total of four years of study (124 credit hours) under the CDV program, including study at other state universities. This benefit is available for both undergraduate and graduate study; however, the tuition waiver only pays at undergraduate rate. Other tuition-specific aid from non-University sources will be applied first.

Applications are available in the Student Financial Assistance Office and must be certified by the Indiana Department of Veterans Affairs in Indianapolis. Student applicants must provide a copy of their birth certificate if the veteran's surname is different from their own. The FAFSA is required each year.

Child of POW/MIA. State universities and colleges in Indiana waive tuition and certain fees for the child of any person who was a resident of Indiana at the time of entry into the U.S. Armed Forces and was classified as a prisoner of war or missing in action after January 1, 1960. Eligible children must have been born before or during the time parent served as a POW or was declared MIA. Contact your Student Financial Assistance counselor for applications and information. The FAFSA is required each year.

Child of Indiana Police Officer or Firefighter Killed in the Line of Duty. State universities and colleges in Indiana waive tuition and certain fees for the children of Indiana police officers or firefighters killed in the line of duty. USI waives the contingent fee for a maximum of 124 credit hours of study through age 23. This benefit may be used for undergraduate or graduate study; however, tuition waiver only pays at undergraduate rate. Full-time enrollment is required. Contact your Student Financial Assistance counselor for more information. The FAFSA is required each year.

University Scholarships, Grants, and Employment

New students are encouraged to apply for admission no later than March 1 prior to their initial fall semester to ensure consideration for all scholarships. Many scholarships also require completion of the FAFSA by March 1 each year. Some scholarships require a separate application. They are noted in the following listing.

Departmental Scholarship. The Departmental Scholarship is intended to promote academic and creative excellence. The following is a summary of the rules for this award. A complete and detailed description of the Departmental Scholarship rules is available from the Student Financial Assistance Office.

- This award offer is valid only during the next regular semester of the year in which the award is made and will not be offered a second time.
- The award amount will be divided between the fall and spring semesters. (For students beginning their University studies in the spring, the award will be one-half the annual amount.)
- The award can be applied only to tuition and will be coordinated with other tuition-specific awards so that the total of all such awards does not exceed tuition. There are no cash refunds from this award.
- The award requires full-time official enrollment and successful completion of at least 27 credit hours each academic year (fall and spring combined).
- Certain minimum cumulative grade point average requirements also apply.

For students receiving annual awards in excess of \$1,000:

- a. after earning 0 to 61 hours, a cumulative GPA of 2.50/4.0;
- b. after earning 62 to 92 hours, a cumulative GPA of 2.75/4.0; and
- c. after earning 93 or more hours, a cumulative GPA of 3.00/4.0.

For all other students receiving Departmental Scholarship awards:

- a. after earning 0 to 61 hours, a cumulative GPA of 2.00/4.0;
- b. after earning 62 to 92 hours, a cumulative GPA of 2.25/4.0; and
- c. after earning 93 or more hours, a cumulative GPA of 2.50/4.0.

The Departmental Scholarship is available until recipients earn their first bachelor's degree or 136 semester hours, whichever

comes first. NOTE: Semester hours earned prior to undergraduate enrollment at USI (ex. AP, CAP, CLEP, IB, etc.) are included in the maximum 136 semester hour limit.

Students may change majors/minors without affecting the terms of their award, with the exception of students whose awards are based on talent in theatre or art. Students who decline USI's offer of a Departmental Scholarship forfeit all future entitlement to this award. Departmental Scholarships awarded on the basis of talent require participation in programs and activities of the Theatre Department for theatre award recipients. In addition, theatre award recipients must major in theatre. Students who receive talent awards for art must major or minor in art. Students who receive a talent-based Creative Writing Departmental Scholarship must participate in certain required courses.

Deans Scholarship. Deans Scholarships are available to students nationwide. The scholarship is renewable for four years and is valued at \$2,000 annually. To qualify, initially matriculating freshmen must earn a minimum SAT score of 1100 (without writing component) or 1700 (with writing component) or a composite ACT score of 25 and meet one of the following criteria: be a National Merit Semifinalist or Scholar, meet all the application requirements for the USI Presidential Scholarship, or rank in the top five percent of the high school graduation class. The number of Deans Scholarships each year is subject to the availability of funding.

Award recipients must enroll as full-time students during the fall and each successive regular semester following award notification. Exceptions are made to permit fall graduates to begin University enrollment in the spring. A full-time student is defined as one who enrolls in at least 12 official credit hours each fall and spring. Official enrollment is determined on census day (fifth day of fall and spring). Under exceptional circumstances, a student may petition the Director of Student Financial Assistance for a "leave of absence" for one semester and an extension of calendar year limits or an exception to the minimum enrollment requirement (only for legitimate medical or academic reasons).

The Deans Scholarship is available until recipients earn their first bachelor's degree or 136 semester hours, whichever comes first. NOTE: Semester hours earned prior to undergraduate enrollment at USI (ex. AP, CAP, CLEP, IB, etc.) are included in the maximum 136 semester hour limit.

The Deans Scholarship offer is valid only during the fall semester (spring semester for fall high school graduates) of the year in which the award is made and will not be offered a second time. The award may be renewed automatically if the student earns a minimum of 27 credit hours each academic year (fall and spring) and maintains the required minimum cumulative grade point average. Any deficit in earned hours may be made up in the summer at the student's expense.

The required minimum cumulative GPA is 2.5/4.0 up through 61 credit hours earned, 2.75 after earning 62 to 92 hours, and 3.0 thereafter. Students who fail to earn the required minimum cumulative GPA will be placed on probation for one semester. Failure to comply with the cumulative GPA requirement after one probationary semester will result in cancellation of the Deans Scholarship and forfeiture of all future entitlement.

The Office of Student Financial Assistance will evaluate earned hours after the spring semester. A written request for review of Deans Scholarship eligibility must be sent to the director of Student Financial Assistance after summer grades are officially recorded on the student's transcript.

Baccalaureate/Doctor of Medicine Scholarship. For selected Indiana scholars, the University provides full in-state tuition. Initially matriculating freshmen who are provisionally accepted into the Indiana University Medical School through a competitive interview process receive a maximum of four years of tuition assistance when renewal criteria are met. Qualifications include a minimum 3.5 high school grade point average (4.0 scale) and either a minimum 1800 SAT or 27 ACT test score.

Non-Resident Top Scholar Award. Initially matriculating non-resident freshmen meeting the following requirements will be considered for this award on a competitive basis. Candidates must earn a top 10 percent class rank or a minimum 3.75/4.0 grade point average in the high school graduating class at the end of the seventh semester. For selected scholars, the University provides awards that pay the difference between non-resident and Indiana resident tuition for a maximum of four years when renewal criteria are met.

Presidential Scholarship. Students ranked first or second in their senior class at the end of the fall semester at high schools commissioned by the Indiana State Department of Public Instruction who meet the following requirements are eligible to apply for the USI Presidential Scholarship. Applicants must have earned a combined score of 1800 or more on a single nationally-administered Scholastic Aptitude Test (SAT). (Note: An ACT composite test score of at least 27 earned under the same conditions is acceptable.) The applicant must submit a USI Presidential Scholarship application, the USI application for admission, an official high school transcript, and SAT or ACT scores by January 15 of the student's senior year. In addition, applicants must submit the FAFSA by March 1. This USI Foundation scholarship covers tuition and housing. It includes an allowance for food and books, and is valued at \$12,409 per academic year. Federal, state, private, and other institutional gift aid is applied first in meeting these costs and allowances. Students may receive no more gift aid than the maximum covered by this scholarship. Ten students are selected for these competitive scholarships each year.

Academic Excellence Award. USI offers a number of Academic Excellence Awards (AEA) to attract and retain students who meet all requirements for the Presidential Scholarship but are not selected to receive the highly competi-

tive Presidential Scholarship. The AEA covers 100 percent of the student's instructional fees (tuition) and is renewable while maintaining academic excellence. To be considered for this award, scholars must complete all steps listed for the Presidential Scholarship application according to published deadlines.

Indiana-Kentucky Reciprocal Tuition Program. Permanent legal residents of Henderson, Daviess, Hancock, and Union counties in Kentucky may pursue an undergraduate or graduate degree at USI and pay Indiana tuition rates. Students who begin their education under this program will be permitted to complete their degree with full program benefits as long they remain continually enrolled in all regular (fall/spring) terms.

Music Performance Scholarship. Music performance scholarships are available for members of USI Chamber Singers. Contact the director of USI Chamber Singers in the College of Liberal Arts at 812/464-1736 or email dcaig@usi.edu for audition information.

Theatre/Drama Scholarship. Individuals interested in assisting with the production of theatrical events may contact the director of theatre in the Department of Art, Music, and Theatre at 812/465-1614 for information concerning theatre/drama scholarships.

Athletic Scholarship. Women's sports include basketball, softball, volleyball, soccer, cross country, golf, and tennis. Men's sports include basketball, baseball, soccer, golf, tennis, and cross country. Student athletes desiring information on athletic grant-in-aid scholarships may contact the director of Athletics at 812/464-1846.

USI Non-Resident Grant. Beginning in the 2007 summer term, newly admitted students from Illinois and Kentucky (except reciprocity counties) meeting certain academic requirements will receive the Non-Resident Grant. The grant entitles students to attend USI and waive a portion of the out-of-state cost. For new freshmen, a minimum high school grade point average of 2.5 on a 4.0 scale is required. For transfer students, a minimum transfer grade point average of 2.0 is required.

USI Regional Academic Scholarship. Newly admitted students from Illinois and Kentucky (except reciprocity counties) meeting certain academic requirements will receive the USI Regional Academic Scholarship. The scholarship entitles students to attend USI and waive a portion of the out-of-state cost. A minimum high school grade point average of 2.75 on a 4.0 scale is required. For transfer students, a minimum transfer grade point average of 2.75 is required. In addition, recipients must have scored at least 1500 of a possible 2400 on the SAT or have a minimum 21 ACT score. Students must live in on-campus housing to receive this award and maintain a minimum of nine semester hours enrollment in fall and spring.

One-Course Plan. Persons eligible for the One-Course Plan include retired individuals and spouses of eligible full-time USI

students. Retired persons include anyone over the age of 60.

Individuals in the One-Course Plan who are new to the University may enroll in the first USI course for total instructional fees of \$25 plus applicable incidental fees. Incidental fees may include lab fees, refundable breakage deposits, distance education material charges, and parking fees. Course enrollment must be completed during late registration on a space-available basis.

Spouses of full-time students are eligible if the full-time student has a minimum 2.0 cumulative USI grade point average. When the One-Course Plan is used in the fall or spring, the full-time student must be enrolled in 12 or more credit hours in the same term. For any summer session, the full-time student must have been enrolled in 12 or more credit hours in the preceding spring term or be pre-registered for 12 or more credit hours in the following fall term. An exception is made for graduate students who are defined as full-time when enrolled in nine or more credit hours.

Students enrolled in the One-Course Plan are limited to one course in the semester or summer session in which they participate in this plan. The plan may be used only once and may not be repeated.

Limitation on Participation. When institutional and/or state programs provide for payment of the same fees (e.g. tuition), such aid will be coordinated to ensure that the aid does not exceed actual charges. There are no cash refunds of tuition-specific aid.

Student Employment. In addition to Federal Work Study, the University employs students as part-time employees. Contact the Career Services and Placement Office in the Orr Center for information about non-Work Study student employment both on and off campus.

USI Foundation Scholarships

Students who apply for admission to USI by March 1 of their senior year of high school and complete the FAFSA by March 1 are automatically considered for a merit-based USI Foundation Scholarships awarded each year. Awards range from \$400 to \$2,000 per academic year. Scholarship recipients will begin to be notified in January.

It is recommended that students attach a list of extracurricular activities and community service to their USI admission application.

Satisfactory Academic Progress

Students who receive federal or state financial assistance (including student and/or parent loans) are required to make satisfactory progress toward the completion of their degree or certificate program. Satisfactory progress is measured by the number of credits successfully completed each year and students' cumulative grade point average after each semester. In addition, students are limited to 150 percent of the published

time frame for their degree/certificate objective. This policy sets the minimum standards for evaluating satisfactory academic progress for federal and state financial assistance.

Enrollment in Degree or Certificate Program - Financial aid recipients must take only courses that apply to their degree/certificate program. An exception is made for non credit developmental courses that are recommended or required by USI. Courses which are audited and credits which are earned through CLEP testing do not count toward students' enrollment status for financial assistance. After earning 63 or more cumulative hours (including transfer credits), students must have a declared major and be admitted to the appropriate college at USI.

Academic Progress - Academic progress for financial assistance is based on two measures, cumulative grade point average and completion rate. With some exceptions, completion rate is measured on both a semester basis and in terms of a maximum time frame for each degree/certificate program (the 150 percent rule and programs such as the Indiana Higher Education Award and 21st Century Scholars Program are limited to four years).

Cumulative Grade Point Average - Financial aid recipients are required to maintain a minimum cumulative grade point average as they progress toward achievement of their degree or certificate. The cumulative GPA is calculated on the basis of all credits attempted at USI in which a letter grade of A through F is earned. These are called "quality hours attempted." To determine academic good standing, transfer credits accepted by USI are added to quality hours attempted.

Quality Attempted Hours

(plus transfer hours)	1-31	32-62	63+
Required USI Cumulative GPA	1.70	1.80	2.00

Cumulative grade point average will be evaluated by the Office of the Registrar at the end of fall, spring, and summer terms. Students who do not meet the above standards will be placed on probation. Failure to meet the cumulative GPA standard by the end of the probationary term will result in academic dismissal. Students who are dismissed are ineligible for financial assistance until they make up the cumulative GPA deficit or successfully appeal to the Student Financial Assistance Appeals Committee for a waiver of this policy. (See "Additional Information" in this section of the Bulletin.)

Transfer Credits - Credits accepted by USI from other institutions will be used in determining total credit hours attempted and earned. Students may request their academic advisors to send a copy of the evaluation of transfer credit to the Student Financial Assistance Office in cases where transfer hours accepted by USI do not all apply to students' programs. The cumulative GPA will be determined by the registrar using only credits attempted at USI. Therefore, cumulative GPA deficits can only be made up by taking USI coursework. Transfer

coursework accepted into students' USI programs will be used to make up completion rate deficits. The minimum transfer grade acceptable for this purpose is a C.

Incompletes and Course Repeats - Incomplete grades must be converted to a passing grade by the end of the next regular term (fall or spring). Incompletes should not be requested for the purpose of permitting a student to repeat a course. Incompletes which remain on students' transcripts beyond one term will be considered failing grades for financial aid purposes. Exceptions will be made when the instructor requests an extension and certifies that the student is not repeating the course in its entirety. Courses in which a grade of D, F, or NP was earned may be repeated once for financial aid purposes. Course repeats in which the original grade was C or higher (or P) will not be counted in the student's enrollment status for financial aid. Such repeats will not be used in determining completion rate for financial aid and aid received for such classes will be repaid in full. Note that for courses that are repeated, the Registrar's Office can let you know if a form is required to replace the former grade.

Required Minimum Successful Completion Rate - Note that financial assistance attempted hours are the same as attempted hours used in determining the student's official enrollment status. Exceptions to the official enrollment status are made for students who add hours after the official enrollment (census) date. Such additional hours will be included in the number of financial assistance attempted hours for the term.

Students' overall successful completion rate is evaluated each semester. Students who have successfully completed a minimum of 67 percent of all attempted hours, and otherwise comply with the SAP policy, are considered to be making financial assistance satisfactory academic progress. Note that overall attempted hours include transfer hours accepted by USI.

Students whose overall successful completion rate falls below 67 percent will be placed on financial aid probation. Students placed on probation have one semester in which to establish a 67 percent (or better) successful completion rate for all courses appearing on the USI academic transcript (including transfer credit). Failure to establish at least a 67 percent overall successful completion rate by the end of the probationary term will result in suspension of financial aid eligibility. Note: Courses in which a passing grade is earned are considered successfully completed. Courses in which a failing grade, no pass grade, incomplete grade, or withdrawal is assigned are not successfully completed.

Students may make up a deficiency in earned hours at their own expense and submit a written request for review of eligibility. Such hours must count toward completion of the student's degree/certificate.

Exceptions to the Completion Rate Rule - A student who receives financial assistance and fails to earn academic credit will have aid eligibility suspended at the end of the term. This

includes students who withdraw from a term after receiving financial assistance.

Maximum Timeframe for Completion of Degree or Certificate Requirements

- Indiana State grant programs are limited to four years or eight semesters of full-time enrollment. Federal grant, loan, and work study programs are limited to six years or 12 semesters of full-time enrollment, the equivalent part-time enrollment, or any equivalent combination of part-time and full-time enrollment for students pursuing the first baccalaureate degree. Students enrolled in associate degree and certificate programs are limited to 150 percent of the standard program length for financial assistance purposes. All prior enrollment periods are considered including those in which students did not receive federal or state financial assistance. To ensure compliance with the above limitations, students enrolled in their first baccalaureate program are limited to 186 attempted credits. Associate degree students are limited to 96 attempted credits. Exceptions for associate degree programs include: Dental Assisting - 98 attempted credits; Dental Hygiene - 146 attempted credits; Respiratory Therapy - 111 attempted credits; Radiologic Technology - 140 attempted credits; Occupational Therapy Assistant - 114 attempted credits; and Nursing - 150 attempted credits. Students enrolled in the Dental Assisting Certificate program are limited to 66 attempted credits. Students working on their second undergraduate degree/certificate or teacher certification are limited to 231 attempted credits including all previously earned credit hours.

Additional Information - Students who have lost their eligibility for financial assistance should continue the annual application process for student financial assistance and observe all deadlines. Eligibility may be reinstated when students comply with this policy or receive a waiver as a result of a successful appeal.

After students have made up deficiencies in hours or GPA, they are responsible for submitting a written request for a review of their compliance with this policy. It is not automatic. To simplify this process, students may use the appeal form.

Students may not “bank” earned hours for future terms. Students may make up deficits at their own expense and may then request a review of financial aid eligibility. Students are responsible for notifying the Student Financial Assistance Office of any change in academic standing including make up of incompletes, grade changes, and acceptance of transfer credit.

Students pursuing second degrees may not receive financial assistance unless the second degree is substantially different from the first. The second degree must require a minimum of 30 semester hours in specified major-related courses that are not considered electives or general education (University Core Curriculum). Determination of eligibility will be made by the dean of the college of the student’s major.

Students have the right at any time during normal office hours to request the Student Financial Assistance Office or the registrar to review their academic records for errors.

Students enrolling in the Fresh Start Program must establish eligibility for student financial assistance by making up deficits in the cumulative grade point average at the student’s own expense. Financial assistance is, therefore, not available to Fresh Start Program participants. Successful completion of the Fresh Start Program will not reduce the number of attempted hours used in the financial aid maximum timeframe calculation.

No financial assistance, including Stafford Loans and PLUS Loans, will be reinstated for prior terms in which the student was not in compliance with this policy.

Financial Assistance Appeals - The Student Financial Assistance Office must be notified in writing when students make up deficiencies in either cumulative GPA or earned hours. An appeal form is available for this purpose and is sent to students at the time aid eligibility is suspended. Additional Financial Assistance Appeal Forms are available in the Student Financial Assistance Office located in the Orr Center or by phoning 812/464-1767 (long-distance callers can use 800/467-1965).

If students’ failure to maintain satisfactory academic progress is a result of illness, family circumstances, or other conditions beyond students’ control, students may appeal to the Financial Assistance Advisory Committee for a waiver of this policy. All such appeals should be submitted within 45 days after the end of the term in question and documentation by a third party (e.g., doctor, counselor, or attorney) must be attached when applicable. Appeals should be sent to the following address:

Student Financial Assistance Appeals Committee
Student Financial Assistance Office
8600 University Boulevard
Evansville, IN 47712

Students will receive a written response to their appeal within 45 days. Appeals submitted less than 30 days before the start of a term for which assistance is desired will not be processed before tuition and fees are due. In such cases, students must be prepared to pay their tuition and fees while awaiting the outcome of their appeal. Students may request at the time of appeal that their full class schedule (in term following suspension of aid eligibility) be canceled at the 100 percent refund rate in the event their appeal is not approved. Contact the bursar (cashiers’ office) for information on tuition/fee payment by calling 812/464-1842. Appeals for reinstatement of aid for a specific term will not be accepted after 60 percent of the term has elapsed. In fall and spring, the end of the ninth week marks the 60 percent point of the semester. Such appeals will apply to subsequent terms.

Guidelines for Appeal Letters - Appeal letters are required for explanation of mitigating circumstances and should be typed. Letters must be signed by the student submitting the appeal. Appeals must be based on specific mitigating circumstances that relate to the period of time in which the student lost eligibility for student financial assistance. Letters should be one

page or less in length and should include the student's Social Security number and current mailing address. Documentation should be stapled to the appeal letter and not sent separately. Personal appearances before the appeals committee are not required. Students may request a personal appearance by contacting the director of Student Financial Assistance at 812/464-1767 or 800/467-1965.

More Information - For answers to questions about this policy, call or write/email the Student Financial Assistance Office, 812/464-1767 and 800/467-1965, or finaid@usi.edu.

Institutional Refund Policy for Financial Aid Recipients

This policy applies to students who withdraw from the semester, either officially or unofficially, or are administratively dismissed. Tuition and fee refunds for these students are determined according to the following policy:

- 1) The term "Title IV Funds" refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and at USI includes the following programs: unsubsidized Stafford loans, subsidized Stafford loans, Parent PLUS loans, Federal Pell Grants, Academic Competitiveness Grants, National SMART Grants, and Federal (FSEOG) Supplemental Educational Opportunity Grants.
- 2) A student's withdrawal date is the earlier of:
 - the date the student began the institution's withdrawal process (as described in the University bulletin) or officially notified the University's registrar of intent to withdraw; or
 - the midpoint of the period for a student who leaves without notifying the institution; or
 - the student's last date of attendance at a documented academically related activity.

Note: Medical Withdrawals and the Return of Title IV Funds - Students who are granted medical withdrawal are treated in the same manner as students who withdraw from the college.

- 3) Refunds and the Return of Federal Funds
 - Refunds of tuition, campus service fees, parking fees, and special fees will be prorated on a weekly basis through the fourth week of the fall and spring semesters (eighth day of a summer session). There are no refunds of tuition and fees to students or to non-federal entities after that point in time.
 - Refunds of room and board charges will be prorated on a per-diem basis through the fourth week of the fall and spring semesters (eighth day of a summer session). There are no refunds of fall or summer room and board charges to students or to non-federal entities after that point in time. Exception: The Residence Life contract does not permit prorated housing refunds in the spring semester. Any student who withdraws in the spring semester is charged the full housing contract buy-out fee regardless of the date of withdrawal.

Notes: Residence Life may assess penalties and damage charges that could reduce the amount of the refund. Declining balance food plans are non-refundable.

- Title IV federal aid is earned in a prorated manner on a per-diem basis based on the semester calendar up to the 60 percent point in the semester or summer as a whole. Title IV federal aid is viewed as 100 percent earned after that point in time.
 - Students withdrawing by the close of business on the census date for a given term will receive a 100 percent refund minus room and board charges. In the fall and spring, the census date is the end of the first week of classes. Exceptions are made for classes that are shorter in length than the full semester.
 - Refunds will be sent to students' mailing (permanent) addresses following withdrawal. Adjusted bills will be sent to the students' email addresses.
 - There are no refunds for incomplete independent study or distance education courses.
 - There are no room or board refunds for enrolled students withdrawing from the room or board plans after the fourth week of the semester (eighth day of a summer session).
 - Room and board charges will be adjusted for students enrolled in approved academic off-campus activities such as study abroad, internships, co-op placement, and field placement.
 - In accordance with federal regulations, when federal financial aid is involved, refunds are allocated in the following order: unsubsidized Stafford Loans, subsidized Stafford Loans; Parent PLUS loans; Federal Pell Grants; Federal SEOG; Academic Competitiveness Grants; National SMART Grants; other Title IV federal assistance; other federal sources of aid; other state; private and institutional aid; and finally, the student. Note: Generally, all semester charges must have been paid in full at the time of withdrawal for a student to receive a refund.
- 4) The University's responsibilities in regard to the return of Title IV funds include:
 - providing each federal financial aid recipient with the information given in this policy;
 - identifying students who are affected by this policy and completing the Return of Title IV Federal Funds calculation for those students; and
 - making required returns of Title IV federal funds that are due the Title IV programs.
 - 5) The student's responsibilities in regard to the return of Title IV funds include:
 - notifying the University's registrar of intent to withdraw (must provide proof of identity);
 - following the University's prescribed procedures for officially withdrawing from the semester; and
 - returning to the Title IV federal programs any funds that were disbursed directly to the student for which the student was determined to be ineligible.

6) Schedule Changes

Refunds of tuition and instructional fees resulting from a change in enrollment status (for example, from full-time to half-time) will be returned to the financial aid program(s) which originally paid the tuition/fees. Other refunds will be made by check to the student or other payee through the fourth week of the semester or eighth day of a summer session. Note: Student accounts which are not paid in full at the time of withdrawal may not receive a refund or may receive only a partial refund.

7) Excluded Charges

Charges that are excluded from refund calculations under this policy include:

- unpaid charges for the current semester or summer session;
- institutional charges for prior terms;
- housing deposits;
- proprietary (Sodexo) declining balance food plans;
- lab breakage fees (and other refundable deposits);
- admission fees;
- matriculation (orientation) fees;
- textbooks;
- charges for non-returnable supplies and equipment;
- penalty charges such as parking, library, and video fines; and
- late registration fees.

8) Non-Attendance Procedure

Students who receive financial aid and do not attend classes will be required to promptly repay all funds received. Non-attending recipients of student loans will have their loans cancelled and all disbursed loan amounts will be due and payable in full within 30 days. Failure to repay this debt will result in an adverse report on the student's credit history and eligibility to enroll at USI will be revoked.

9) Other Refunds

The University reserves the right to apply any refund due a student to the repayment of institutional loans or book charges.

Any notification of a withdrawal or cancellation of class schedule should be in writing, signed, and addressed to the University's registrar. Cancellation of admission applications (prior to enrollment in classes) should be in writing, signed, and addressed to the University's director of Admission.

If you believe that your individual circumstances warrant that your charges or refund should be determined in a manner other than described in USI's published policies, contact the Bursar's Office in writing to explain your circumstances or justification for an exception. The outcomes of application of the institutional refund policy may be appealed in writing to the University's Administrative Appeals Committee.

Disclaimer: The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time when required by changes in federal regulations. This policy reflects the University's good faith effort to interpret federal regulations that have a bearing on such matters.

FEES AND EXPENSES

Instructional Fees (Contingent, Student Services, and Academic Facilities Fees)

During 2009-2010, Indiana residents who are undergraduate students pay a combined contingent, student services, academic facilities fee, and technology fee of \$175.80 per credit hour. In-state graduate students pay a total of \$255.10 per credit hour.

The combined contingent and academic facilities fees are used to help meet the cost of instruction, construction and maintenance of buildings, and library and laboratory resources. The student services fee provides student programs and other selected personal and cultural development activities.

Non-Resident Fees

Undergraduate students who are not residents of the State of Indiana for fee purposes must pay an additional non-resident fee of \$242.70 per credit hour. Non-resident graduate students pay an additional \$248.25 per credit hour.

Special Fees

Audit Fee. An audit fee of \$35 plus applicable lab fees are charged to qualified students who desire to attend a class open for auditing. The audit student attends the class without participating in the recitation and without credit.

Application Fee. Students submitting an application for Graduate and Undergraduate Studies must remit a \$25 non-refundable application fee.

Distance Education Delivery Fee. A fee of \$10 per credit hour is assessed to students who are enrolled in distance education courses. Distance education courses also may have additional fees that are course-specific.

Health Professions Insurance. A \$15 fee is assessed to students enrolled in courses that involve course work with direct patient care.

Health Services Fee. The USI Student Health Center provides students with services typically offered in a primary-care setting. The enrollment fee of \$47 per semester covers office visits and certain basic services.

Laboratory Fees. Charges ranging from \$35 to \$100 are made to all students who enroll in selected laboratory and studio courses. These charges and courses are identified at each registration period.

Late Registration Fee. A fee of \$30 will be assessed to a student who fails to complete registration during the first week of courses. A fee of \$125 will be assessed to a student who enrolls at anytime subsequent to the end of the first week of classes

Matriculation Fee. First-time registrants will be assessed a matriculation fee. This fee will be used to fund expenditures in

the areas of student orientation and various other student development programs. A first-time student enrollee will be charged \$65.

Parking Fine. The Office of Security may assess fines for parking and traffic violations in accordance with University of Southern Indiana traffic regulations.

Replacement of Student Eagle Access Card Fee. A fee of \$10 will be charged to students who apply for a replacement Eagle Access card.

Special Course Fee. Charges not exceeding \$200 are assessed to students enrolled in courses involving extensive use of consumable supplies. The amount of this fee will vary by course.

Student Activity Fee. All students will be assessed a non-mandatory \$25 per semester student activity fee. This fee is used to support the University Recreation and Fitness Center, Intramural Recreational Services, and various student programs.

Transportation and Parking Fee. All students who attend classes on campus will be assessed a transportation and parking fee. Students who register for three or fewer hours per semester will be charged \$30. Students who register for more than three and fewer than eight credit hours per semester will be charged \$40. Students who register for eight or more credit hours per semester will be charged \$50.

University Services Fee. The University Services Fee funds expenditures in the areas of student publications, the O'Daniel Leadership Academy, and other student development programs. Students who register for eight or more credit hours per fall or spring semester will be charged a \$30 University Services Fee. Students who register for more than three and fewer than eight credit hours per fall and spring semester will be charged \$22.75. Students who register for three or fewer hours per fall or spring semester will be charged a University Services Fee of \$10.

Refund Policy

Fall and spring semesters: Students who drop one or more courses during the first week of a semester will receive a 100 percent refund of fees; during the second week of a semester, a 75 percent refund; during the third week of a semester, a 50 percent refund; and during the fourth week of a semester, a 25 percent refund. No refund will be made for courses dropped thereafter. This policy is applicable to both class schedule changes and withdrawals from the University.

Summer sessions: Students who drop a course or withdraw from the University on the first or second day of summer session classes will receive a 100 percent refund; on the third or fourth day of classes, a 75 percent refund; on the fifth or sixth day of classes, a 50 percent refund; and on the seventh or eighth day of classes, a 25 percent refund. No refund will be given for dropped courses or withdrawals after the eighth day of summer session classes.

Payment

Registered students must remit payment or enter into the University's payment plan by the due date on the billing statement. Fees may be paid by using MasterCard, VISA, Discover card, American Express, cash, personal check, or money order. A 2.70 percent convenience fee will be assessed for all credit card payments.

Increases

The fee rates cited here are for the 2009-10 academic year. The Board of Trustees sets fee rates annually, and fee rates for 2010-11 and beyond are expected to increase.

UNDERGRADUATE ACADEMIC INFORMATION AND POLICIES

It is important that a student be knowledgeable about academic information affecting continued enrollment status. Such information includes knowledge of the basis for assigning grades as an indication of academic achievement, the conditions of class attendance, and the class identification. Other information valuable to the student includes procedures for changing either semester class schedules or curriculum choice and special academic opportunities available to the student.

ACADEMIC YEAR

The University's academic year includes two semesters and two summer terms of various lengths. The academic calendar is published for each term in the Schedule of Classes.

CLASS LOAD

The normal class load is 15 or 16 hours per semester.

An average of 31 credit hours earned each academic year will allow a student to meet the University's minimum requirements of 124 credit hours for graduation at the end of four years or eight semesters.

A student is considered full-time if enrolled for 12 or more hours of prepared course work each semester/term.

STUDENT OVERLOAD

Students who for any reason find it desirable to carry more than 18 hours during a semester/term may request this privilege through their academic advisor.

Procedure. There are two ways students may initiate the request for an overload: 1) request their academic advisor authorize the overload via an email to the Office of the Registrar or 2) obtain a Student Overload Form from the Office of the Registrar, secure their advisor's signature, and return the completed form to the Office of the Registrar.

COURSE NUMBERS

Undergraduate courses are numbered in the sequence of 000, 100, 200, 300, and 400. Generally, developmental courses are in the 000-099 series and do not count toward graduation. Freshman courses are in the 100 series, sophomore courses are in the 200 series, junior courses are in the 300 series, and senior courses are in the 400 series.

CLASS ATTENDANCE

A student is expected to attend all classes. It is the responsibility of an instructor to inform the student of the consequences of absence from class. It is the responsibility of the student to keep instructors informed regarding absences from classes.

A student who knows of necessary class absences should consult instructors prior to the absence. A student who misses classes is not excused from the obligations to instructors. Instructors are expected to provide the student with an opportunity to meet class commitments when absences are for good and proper reasons. Further, instructors are expected to main-

tain attendance records and to report excessive absences to the Office of the Registrar.

DEVELOPMENTAL CLASSES MANDATORY ATTENDANCE POLICY

The following developmental courses (GENS095, GENS097, GENS098, GENS099, GENS151, MATH100, MATH101) have a mandatory course attendance policy. Students who have more absences than the number of times the course meets per week will be administratively withdrawn from the course. Administrative withdrawal can occur at any point during the academic semester. Students should be aware that enrollment of less than full-time (12 hrs.) status could have ramifications for such items as financial aid, health insurance eligibility, etc. Students who are required to miss class for official University events must acquire instructor approval before the scheduled absence.

During the course withdrawal/evaluation period, students who are failing the course at the time of the administrative withdrawal will receive the grade of F, DNP, or NP.

Students retain the right of appeal for decisions that result in their administrative withdrawal from the course. Students are entitled to remain enrolled in the course during the appeal process until a decision has been made.

ADMINISTRATIVE WITHDRAWAL FOR NON-ATTENDANCE

Students who are absent one-half or more of the class meetings of a full semester-length class without excuse during weeks two through four may be notified by letter to their mailing address of the possibility of their being administratively withdrawn from their class. The students so notified will be given until the end of the seventh week (mid-term) to meet with their instructors to resolve the situation. The instructor of the class may complete the process of an administrative withdrawal of a student (at mid-term) if the situation is not resolved. NOTE: Merely not attending a course does not automatically remove the course from a student's record. Students who do not accept the responsibility of completing an Add/Drop or Withdrawal From All Classes form jeopardize their record with the possibility of incurring an F in a course not properly dropped.

GENERAL STUDENT POLICIES

Policies on student behavior, plagiarism, falsification of records, and other policies may be found in the Student Life section.

CLASSIFICATION

A student is usually identified as a freshman, sophomore, junior, or senior. Such a classification is applicable to the four years of full-time college attendance. However, an increase in hours earned during one or more semesters or enrollment in summer sessions may result in an accelerated program; conversely, a smaller than normal class load may result in a prolonged program. Thus, it is more accurate to designate class standing in accordance with credit hours earned.

The following schedule of hours earned is used to establish class standing:

0 - 31 hours	Freshman
32 - 62 hours	Sophomore
63 - 93 hours	Junior
94 + hours	Senior

This schedule has no necessary relationship to the cumulative hours and required grade point average necessary for continuing enrollment.

GRADING SYSTEM

Letter grades indicating the quality of course work completed, and for which the credit hours earned can be applied toward graduation requirements, generally can be interpreted as follows:

A, excellent; B+ and B, good; C+ and C, average; D+ and D, poor; S for satisfactory; P for pass; DP for developmental pass.

The letter grades assigned for unsatisfactory course work are F for failure; U for unsatisfactory; NP for no pass; DNP for developmental no pass. No credit toward graduation is granted for these grades.

The designation IN (incomplete) also may be used in special circumstances.

An incomplete grade (IN) may be given only at the end of a term to a student whose work is passing, but who has left unfinished a small amount of work (for example, a final examination, a paper, or a term project) which may be completed **without further class attendance**.

The student must act to remove the IN grade within one calendar year. If action is not taken, the IN grade will revert to an F. In the event the instructor from whom a student receives an incomplete is not available, the disposition of a case involving an incomplete grade resides with the appropriate dean.

An In Progress (IP) final grade is given in Advanced Senior Project classes which require enrollment in the same class in successive semesters. An IP grade means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

A withdrawal (W) is given when a student officially withdraws or is administratively withdrawn from a course during the automatic W period (see Schedule Changes and/or Withdrawal from the Semester/Term sections). A W also is given if the student is passing at the time of a drop/withdrawal after the automatic W period has ended. A W means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

GRADE POINT AVERAGE (GPA)

The grade point average is a numerical value which is obtained by dividing the number of quality grade points earned by the number of quality hours attempted. This average is computed at the end of each term, both for the term and on a cumulative basis. The grade of A represents four points for each hour of credit; B+ three and one-half points; B three points; C+ two and one-half points; C two points; D+ one and one-half points; and D one point. No points are recorded for an F, although the hours attempted are included in the computations. No points are recorded for a P or NP, DP or DNP, S or U, IN, IP, or W, and the hours attempted are not included in the computations.

Suppose that a student has earned the following grades:

- 6 hours of A (equals 24 points)
- 3 hours of B+ (equals 10.5 points)
- 3 hours of C+ (equals 7.5 points)
- 3 hours of C (equals 6.0 points)

Then the semester average would be 3.2, which is the quotient obtained by dividing 48 (the number of quality points) by 15 (the number of quality hours attempted). Students may visit www.usi.edu/reg/grader.asp to estimate their semester GPA.

A minimum cumulative GPA of 2.0 is required for graduation.

TRANSCRIPTS (ACADEMIC)

Academic transcripts are maintained by the Office of the Registrar. Official transcripts include student name, USI student ID number, Social Security number, date of birth, permanent address, all officially enrolled and dropped courses, grades received, academic standing, majors, minors, degrees awarded, graduation honors earned, attainment of honors list, transfer institutions, number of transfer hours accepted, semester and cumulative statistics, quality hours, quality points, earned hours, and GPA.

How to view an unofficial transcript

Students may view their unofficial transcript online via myUSI.

The transcript will not be viewable if a student has unmet financial obligations to the University or for Stafford Loan recipients who have failed to complete an exit counseling session with the Student Financial Assistance Office.

How to request an official transcript

Students may request an official academic transcript by:

- 1) visiting MyUSI and submitting an online transcript request (username and password required);
- 2) visiting www.usi.edu/reg and printing a request form (PDF format). The completed request form (including student signature) may be mailed or faxed to the Office of the Registrar;
- 3) visiting the Office of the Registrar and completing a Transcript Request form; or
- 4) mailing or faxing a letter including current name, name(s) while attending USI (if different than current name), USI

student ID number, Social Security number, address to send transcript, contact information (in case of questions/problems with request), and the student's signature.

Transcripts may be picked up the next business day following receipt of the request. Transcripts to be mailed may take up to two business days (or longer during high-volume time periods) to process.

The University can release only official USI transcripts. Transcripts from other universities or high schools attended must be requested directly from those institutions.

A transcript is not released when a student has unmet financial obligations to the University. Transcripts also will be withheld for Stafford Loan recipients who have failed to complete an exit counseling session with the Student Financial Assistance Office.

ENROLLMENT VERIFICATION

An Enrollment Verification is a printed document which includes requested information such as enrollment status in one or more terms, degrees awarded, and GPA. Expected date of graduation also may be verified for purposes such as student loan deferment, good student insurance discounts, coverage on parents' insurance, potential employment, etc.

HOW TO REQUEST AN ENROLLMENT VERIFICATION

Students request a certification by:

- visiting myUSI and submitting an online enrollment verification request (username and password required);
- visiting www.usi.edu/reg and printing a request form (PDF format). The completed request form (including student signature) may be mailed or faxed to the Office of the Registrar;
- visiting the Office of the Registrar and completing the Enrollment Verification form; or
- mailing or faxing a letter including current name, name(s) while attending USI (if different than current name), USI student ID number, Social Security number, type of verification needed and term to be verified, address to send Enrollment Verification, contact information (in case of questions/problems with request), and the student's signature.

Enrollment Verifications are mailed or may be picked up the next business day following receipt of the request.

READMISSION PROCEDURES

Once enrolled at the University, an undergraduate student who for any reason does not re-enroll in a subsequent fall and/or spring semester must initiate an Application for Readmission in the Office of the Registrar prior to registering for the next semester/term. Students can complete an Application for Readmission by:

- visiting www.usi.edu/reg and submitting an online application;
- visiting www.usi.edu/reg and printing an application (PDF format). The completed application (including student's signature) may be mailed or faxed to the Office of the Registrar; or
- visiting the Office of the Registrar and completing the application.

Degree-seeking readmission students are required to submit an official grade transcript from each institution attended since last attending USI. If a student discontinues enrollment for more than one calendar year, the student must then re-enroll under the current program requirements. A student may petition the department chair for permission to continue following the original program requirements under a grandfather clause.

FRESH START PROGRAM

The Fresh Start program is designed to benefit former USI undergraduate students who are returning to the University after an extended absence and whose previous academic record was unsatisfactory (student was academically dismissed).

Eligibility

A student will be eligible to apply for the Fresh Start program under the following conditions:

- The student must not have been enrolled at the University of Southern Indiana for a minimum of four calendar years (48 months). Credit earned from other institutions is not eligible for the provisions of the Fresh Start program and will be evaluated based on the transfer policies in effect at the time of readmission.
- A student must apply for the Fresh Start program when they readmit. If the student achieves a minimum 2.0 grade point average on the first 12 quality hours/graded hours taken after readmission and remains in good standing while completing the hours, he/she will then be accepted to the program.
- Applications for Fresh Start may be obtained at the Office of the Registrar or at www.usi.edu/reg and will be evaluated on a case-by-case basis. The Fresh Start program provisions can be applied only once to any individual student's academic record.

Program Provisions

Fresh Start acceptance subjects a student to the following provisions:

- University of Southern Indiana grades received and courses taken prior to application to the Fresh Start program will be excluded from cumulative grade point calculation.
- USI credits from coursework with a grade of C or above earned prior to application to the Fresh Start program will be maintained as earned hours. All other credits will be forfeited.
- Grades from all coursework taken at USI (before and after Fresh Start) will be used in calculating eligibility for membership in honor societies and for calculating commencement and graduation honors.
- Students accepted to the Fresh Start program are subject to the academic requirements and regulations in effect at the time of their readmission. The Fresh Start student must redeclare a major and complete all current academic requirements.
- Students must complete a minimum of 30 credit hours at USI for graduation, required for their degree program, after being accepted to the Fresh Start program.
- The Fresh Start program status will be recorded on the student's academic record.

STANDARDS OF PROGRESS

Graduation

A student must earn a minimum cumulative 2.0 GPA to graduate. Minimum acceptable progress toward this requirement is indicated by the standards for good standing.

Academic Progress

Prior to the priority registration period, any undergraduate degree-seeking student with a cumulative USI grade point average less than 2.0 will have a registration hold placed on his/her record. A student receiving this registration hold must consult with an academic advisor prior to registering for the next semester to formulate a plan for improving academic performance.

Good Standing

A student whose cumulative GPA meets or exceeds the following standards is in good academic standing:

GPA of 1.7 for 6-31 quality hours attempted
 GPA of 1.8 for 32-62 quality hours attempted
 GPA of 2.0 for 63+ quality hours attempted

NOTE: transfer students must meet the standard which corresponds to the sum of the total transfer hours accepted and the total quality hours attempted at the University.

Academic Probation

Students who fail to meet the preceding minimum standards will be placed on academic probation for one semester. During that semester, the student should make use of available University resources to improve academic skills and performance. Failure to meet the preceding required GPA levels at the end of the probationary semester will result in academic dismissal from the University.

At the discretion of departments, students on academic probation may be subject to some or all of the following requirements:

- changes to the schedule of classes chosen during priority registration, to ensure prerequisites and necessary skill levels are in place
- approval by academic advisor of all changes to the schedule of classes
- limitation to 12 credit hours
- repetition of certain classes
- use of campus resources for academic support
- These advising guidelines seek to provide maximum support and guidance during the critical period of establishing renewed academic good standing.

Dismissal

A student academically dismissed may not register for credit classes at the University for a minimum of one semester, unless readmitted provisionally. Such readmission is not automatic.

Provisional Readmission

A student academically dismissed may apply for provisional readmission for one semester, according to terms of a provisional readmission contract agreed upon by the student and the readmitting college. At the discretion of departments, students provisionally readmitted may be subject to some or all of the following requirements:

- limitation to 12 or fewer credit hours
- repetition of courses with grades of D or F
- attendance at mentoring appointments
- approval by academic advisor of all changes to the schedule of classes
- use of campus resources for academic support

These advising guidelines seek to provide maximum support and guidance during the critical period of establishing renewed academic good standing. A provisionally readmitted student is not in good standing with the University.

ACADEMIC GRIEVANCE

If a student has a possible grievance with a faculty member, the procedures for filing a grievance are outlined in the student code of conduct in the Student Rights and Responsibilities: A Code of Student Behavior section of this Bulletin.

CLASS SCHEDULES

A schedule of University class offerings is prepared for student use for each semester/term. The course reference number (CRN), time, day, title, course number, credit hours, instructor, and room are listed. General information concerning admission, registration, and graduation also is provided.

The Schedule of Classes is available at the Office of the Registrar and online at www.usi.edu/schedules.asp prior to each semester/term.

ACADEMIC ADVISEMENT

Students who have decided on and declared a major are assigned a faculty advisor from the academic college which houses that major. Undecided students, as well as those who are conditionally admitted, are assigned an advisor from University Division. University Division advisors will help students choose a major, usually during the first four semesters. General Studies majors are advised through Extended Services. The University of Southern Indiana recognizes academic advising to be a critical component of the educational experience of its students. Through individual, collaborative relationships with academic advisors, students are best able to define and implement sound educational and vocational plans that are consistent with their personal values, goals and career plans. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution. The University acknowledges its obligation to provide students with accurate and timely academic advising, delivered through its academic departments and colleges, as well as through additional units and offices devoted to specific student populations such as undecided and conditionally admitted students.

Degree Audit Reporting System (DARS). DARS was developed to assist in the advising function. A degree audit (also called a degree evaluation) outlines a student's specific degree requirements and tracks his/her progress toward the fulfillment of those requirements. Both USI courses and an evaluation of any transfer credits are included, and the audit indicates whether categories are satisfied or unsatisfied. Unsatisfied categories list the acceptable courses from which to select. Students can generate and view their degree audit via MyUSI (the Degree Evaluation link on the Student Records menu). A degree audit can be generated for either the student's currently declared major/program, or as a "what-if" audit for another major in which the student might be interested. Students should routinely review their degree audit, particularly before registering for classes and at the end of the semester when grades are official. Academic advisors also can access their advisee's degree audit via MyUSI and can recommend the most appropriate courses. Visit www.usi.edu/reg for details about how to run and read a degree audit.

Student Participation in Program Planning. A student enrolled in the University is expected to read carefully and to understand the contents of this bulletin. This includes awareness of the University's general policies and regulations for academic achievement necessary for continued enrollment, as well as social and campus conduct.

A student also is responsible for knowing the specific requirements of the academic discipline of the student's choice, enabling the student to qualify for graduation.

A student should assume the initiative for preparing a semester schedule of classes. The academic advisor is available to offer suggestions and to verify the accuracy of course choice in meeting curricular patterns, but the primary responsibility for knowing the requirements of the academic program and proceeding to satisfy those requirements in an orderly and sequential manner remains with the student.

SCHEDULE CHANGES

Students who wish to alter their original schedule, whether by personal incentive or by college directive, must do so officially by the procedure outlined below. Students who do not assume this responsibility may jeopardize their record with the possibility of incurring an F in a course not properly dropped and/or not receiving credit in a course improperly added. Merely not attending a course does not automatically remove the course from the student's record.

Schedule Changes-Academic Year

If a student drops or withdraws from one or more full semester courses through the first week of a fall or spring semester, the student will receive a 100 percent credit; during the second week, a 75 percent credit; during the third week, a 50 percent credit; and during the fourth week, a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Bursar's Office subsequent to the refund period. See the semester calendar for specific dates.

- 1. Through the first week of the semester (100 percent credit*):** After priority registration and through the first week of the semester, students may add or drop courses online via MyUSI (refer to the Schedule of Classes for web registration details). Students also may add or drop courses in person at the Office of the Registrar.
- 2. Beginning the second week of the semester, through the end of the week before final exams (75 percent credit or less*):** Online schedule changes are not available beyond the first week of the semester. Students may add or drop courses in person at the Office of the Registrar by submitting an Add/Drop form. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. NOTE: Only in exceptional circumstances will students be allowed to add a course after the first week of the semester.

Grading: No grade is recorded for classes dropped prior to the second week of the semester*. A student who completes the Add/Drop procedure beginning the second week of the semester through the ninth week of the semester* will receive a **W** for all courses dropped. A student who completes the Add/Drop procedure during the 10th week of the semester* through the last day of classes before final exam week* will receive the grade **W** if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student may receive a grade of **F**.

* Courses meeting less than a complete semester have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special length courses can only be processed through the course's 100 percent credit period (but no later than the first week of the semester). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

Schedule Changes-Summer Term

If a student drops or withdraws from one or more five-week courses through the first two days of a summer term, the student will receive a 100 percent credit; during the third or fourth day, a 75 percent credit; during the fifth or sixth day, a 50 percent credit; and during the seventh or eighth day, a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Bursar's Office subsequent to the refund period. See the term calendar for specific dates.

- 1. Through the first two days of the term (100 percent credit*):** After priority registration and through the first two days of the summer term, students may add or drop courses online via MyUSI (refer to the Schedule of Classes for Web registration details). Students may add or drop courses in person at the Office of the Registrar.
- 2. Beginning the third day of the term, through the last day of class before the final exam (75 percent credit or less*):** Online schedule changes are not available beyond the first two days of the term. Students may add or drop courses in person at the Office of the Registrar by submitting an Add/

Drop form. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. NOTE: Only in exceptional circumstances will students be allowed to add a course after the first two days of the term.

Grading: No grade is recorded for classes dropped prior to the third day of a summer term*. A student who completes the Add/Drop procedure beginning the third day of the term through the third week of the term* will receive a **W** for all courses dropped. A student who completes the Add/Drop procedure during the fourth week of the term through the last day of class before the final exam* will receive the grade **W** if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student may receive a grade of **F**.

* A variety of course lengths may be offered during the summer. Summer courses meeting other than the standard five-week term have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special-length courses can only be processed through the course's 100 percent credit period (but no later than the first two days of the term). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

Withdrawal from the Semester/Term

A student who must withdraw from the semester/term, must do so officially by the procedure outlined below. If they do not assume this responsibility, they may jeopardize their record with the possibility of incurring an **F** in a course not properly dropped. Merely not attending a course does not automatically remove the course from a student's record.

Withdrawal from the Semester-Academic Year

If a student drops or withdraws from one or more full semester courses through the first week of a fall or spring semester, the student will receive a 100 percent credit; during the second week, a 75 percent credit; during the third week, a 50 percent credit; and during the fourth week, a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Bursar's Office subsequent to the refund period. See the semester calendar for specific dates.

- 1. Through the first week of the semester (100 percent credit*):** After priority registration and through the first week of the semester, students may withdraw from all classes online via MyUSI (refer to the Schedule of Classes for web registration details). Students may withdraw from the semester in person at the Office of the Registrar.
- 2. Beginning the second week of semester, through the end of the week before final exams (75 percent credit or less*):** Online withdrawals are not available beyond the first week of the semester*. Students may withdraw from the semester using a Withdrawal From All Classes form found in the Office of the Registrar and online at www.usi.edu/reg. A withdrawal request will be accepted by fax at 812/464-1911. The request must include the student's full name, USI student ID number, address, phone/email, the semester for

which the student wishes to be withdrawn, and student signature. Until all steps in the procedure have been completed, the student is still enrolled in all courses.

Grading: No grades are recorded for classes when withdrawing prior to the second week of the semester*. A student who completes the Withdrawal From the Semester/term procedure beginning the second week of the semester through the ninth week of the semester* will receive the grade of **W** for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the 10th week of the semester* through the last day of classes preceding final exam week will receive the grade of **W** if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student may receive a grade of **F**.

Financial Aid: If a student receives financial aid but is unsure of the impact a Withdrawal From the Semester/Term will have on that financial aid, it is recommended that the student contact the Student Financial Assistance Office. Students with a Stafford Loan must schedule an exit counseling session. Failure to complete the exit counseling session will prevent the release of the student's academic transcript.

Additional Steps: Students who live in University housing must contact the Residence Life office (O'Daniel North) to properly check out. Students who have a meal plan must contact Food Services (UC lower level) to cancel the plan. Students who owe money to the University must settle their account at the Cashier's window (OC lower level); an unpaid balance will prevent the release of academic transcript.

* Courses meeting less than a complete semester have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special-length courses can only be processed through the course's 100 percent credit period (but no later than the first week of the semester). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

Withdrawal from the Term - Summer Term

If a student drops or withdraws from one or more five-week courses through the first two days of a summer term, the student will receive a 100 percent credit; during the third or fourth day, a 75 percent credit; during the fifth or sixth day, a 50 percent credit; and during the seventh or eighth day, a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Bursar's Office subsequent to the refund period. See the term calendar for specific dates.

- 1. Through the first two days of the term (100 percent credit*):** After priority registration and through the first two days of the summer term, students may withdraw from all classes online via MyUSI (Refer to the Schedule of Classes for web registration details). Students also may withdraw from the term in person at the Office of the Registrar.
- 2. Beginning the third day of the term, through the last day**

of class before the final exam (75 percent credit or less*):

Online withdrawals are not available beyond the first two days of the term*. Students may withdraw from the term using a Withdrawal From All Classes form found in the Office of the Registrar and online at www.usi.edu/reg. A withdrawal request also will be accepted by fax at 812/464-1911. The request must include the student's full name, USI student ID number, address, phone/email, the term for which the student wishes to be withdrawn, and student signature. Until all steps in the procedure have been completed, the student is still enrolled in all courses.

Grading: No grade is recorded for classes dropped prior to the third day of a summer term*. A student who completes the Withdrawal From the Semester/Term procedure beginning the third day of the term through the third week of the term* will receive the grade of **W** for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the fourth week of the term* through the last day of class before the final exam will receive the grade of **W** if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student may receive a grade of **F**.

Financial Aid: If a student receives financial aid but is unsure of the impact a Withdrawal From the Semester/Term will have on that financial aid, it is recommended that the student contact the Student Financial Assistance Office. Students with a Stafford Loan must complete an exit counseling session. Failure to complete the exit counseling session will prevent the release of the student's academic transcript.

Additional Steps: Students who live in University housing must contact the Residence Life office (O'Daniel North) to properly check out. Students who have a meal plan must contact Food Services (UC lower level) to cancel the plan. Students who owe money to the University must settle their account at the Cashier's window (OC lower level); an unpaid balance will prevent the release of academic transcript.

* A variety of course lengths may be offered during the summer. Summer courses meeting other than the standard five-week term have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special-length courses can only be processed through the course's 100 percent credit period (but no later than the first two days of the term). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

COURSE REPEAT POLICY

Policy – Any undergraduate course taken at the University may be repeated for possible grade point average (GPA) improvement. Unless the course description indicates a course may be taken more than once for credit (up to a specified maximum), only a single occurrence of a course can apply toward University requirements. A course that has been repeated (and the grade received) will remain on the academic transcript but will not be used for GPA computation.

Processing – If a course was *first taken* prior to the fall 1998 semester, the student must submit a Course Repeat form to the Office of the Registrar to initiate the course repeat policy. If first taken in fall 1998 or later, the policy will automatically be initiated; the student does not need to submit any paperwork.

Effective fall 2006: if a course is retaken, the grade earned for the *last occurrence* will become the grade for the course (even if it is lower than the previous grade) and be used for GPA computation. Students will be prevented from enrolling in a course for a third (or subsequent) time unless reenrollment is approved by the college of the student's major.

If you have questions about how the course repeat policy may affect you, contact the Office of the Registrar.

STUDENT RECORDS

The Office of the Registrar maintains the permanent student academic record. Forms for registration - changing a course, repeating a course, changing major, and taking a course as pass/no pass - are submitted to and processed by this office. Students may request a copy of their academic record (transcript) from the Registrar. This office also maintains all student demographic data and keeps names and addresses current. According to section 2.16.4 of the Student Rights and Responsibilities: A Code of Student Behavior, students must report any name or address changes to the Office of the Registrar. Students can update their mailing address(es) as well as telephone numbers, marital status, and emergency contacts online via MyUSI.

PASS/NO PASS OPTION

The Pass/No Pass system of course evaluation encourages students to enroll in courses they normally would not take, but which will contribute to their overall enrichment.

Limitations

1. Students must have a cumulative grade point average of 2.0 or above to exercise the pass/no pass option. Students whose cumulative grade point average falls below 2.0 may not take a pass/no pass course.
2. Students may take only one course a semester on the pass/no pass option.
3. Students may take a maximum of four courses on the pass/no pass option.
4. No course required for the student's major or minor may be taken pass/no pass, nor may the student take as pass/no pass any prerequisite courses or supportive courses required for the major or minor.
5. No courses taken pass/no pass may apply to pre-1995 General Education requirements or University Core Curriculum requirements.
6. Any course taken under the pass/no pass option which may become a major or minor requirement because of a change of major, minor, or college may be counted at the discretion of the dean toward requirements for the academic major and/or minor. Limitations 1, 2, 3, and 5 may not be waived.

7. Under the pass/no pass option, a grade of P (Pass) is equivalent to a letter grade of D or above; a grade of NP (No Pass) is equivalent to an F.
8. A grade of P gives credit for the course, but does not affect the current or cumulative grade point average. A grade of NP gives no credit for the course and does not affect the current or cumulative grade point average.

Procedures

During the second week of the fall/spring semester (first four days during summer sessions) of the semester, students may secure an application for the pass/no pass option from the Office of the Registrar. Then the student should obtain the signature of his or her academic advisor and the instructor of the class in which he or she is exercising this option. The student must return the completed application to the Office of the Registrar during the same week. After the second week of the fall/spring semester (first four days during summer sessions) a student may not change his or her registration in any course to or from the pass/no pass option.

NOTE: Only the student can initiate the pass/no pass option, and it is the student's responsibility to meet criteria of the option. Any course taken pass/no pass which fails to meet all criteria of the option must be repeated.

CHANGE OF ACADEMIC PROGRAM (MAJOR/MINOR)

A student who wishes to change majors/minors should initiate the request in the department of the new major/minor. A student must complete the process prior to the beginning of the 12th week of classes if the change is to be made within the current semester. Unless granted a waiver by the chair of the department of the new major, the student must meet all current program requirements for graduation.

Procedure. The student obtains a Change of Academic Program form from the Office of the Registrar or the department of the new major/minor and secures the signature of the department chair/director (or dean) of any major/minor to be added. The student returns the form to the Office of the Registrar.

FINAL EXAM SCHEDULE

The final examination schedule is published in the class schedule for each semester. In summer terms, final examinations are held the last scheduled class day.

GRADE REPORT

At the end of each semester/term for which a student is enrolled, an online grade report is made available via MyUSI. The online grade report is a record of courses enrolled, letter grades earned, semester grade point average, and cumulative grade point average. Information concerning the student's current academic standing also is indicated.

THE HONORS LIST

At the end of each semester, the Office of the Provost publishes a list of undergraduate students recognized for achievement in semester/term grade point average. A student appears on the Honors List if they:

Earn no IN (Incomplete) grades for the term, and
Earn letter grades of computable point value (S/U and P/N graded courses do not apply) in 12 or more credit hours, and
Earn a semester grade point average between 3.50 and 4.00

A special notation of "Honors List" is printed on the academic transcript following each semester/term this honor is achieved.

AUDIT STUDENTS

A student who wishes to audit an undergraduate course without credit must obtain permission from the instructor of the course and department chair. Permission may be denied if the classroom is crowded, or if the course is not appropriate for auditing. A student who audits a course will not appear on class rosters or grade reports, and no notation of the audit will be made on the student's permanent record. A student may not transfer from audit to credit status. The fee for auditing a course is \$35 plus any applicable lab fees and University services fees.

Procedure. A student who wishes to audit a course may pick up an Audit Application form from the Office of the Registrar during the published dates of late registration. After securing the instructor's and department chair signature, the form and fee(s) should be submitted to the Cashier's Office.

STUDENT ASSESSMENT

For the University to evaluate and improve its academic programs, periodic measures of student intellectual growth and student perception must be obtained. As a requirement for graduation from the University, every student is required to participate in periodic evaluative procedures, which may include examinations in general education and the major field of study. These examinations may include, but are not limited to, the ETS Measure of Academic Progress and Proficiency, Core Curriculum Assessment instruments, and the ETS or ACAT Major Field Test. The information obtained from these measures will be one of the means by which the University improves the quality of the USI educational experience for all students, and, where appropriate, may be used in academic advising. Students will receive their results via email at their useagles.org email address.

CURRENT STATUS OF STUDENT RIGHT-TO-KNOW ACT

The University of Southern Indiana is required by the federal government to make available to current and prospective students reports containing the completion or graduation rate and, separately, the transfer-out rate (for the transfers-out that are known to the institution) for full-time, first-time, degree- or certificate-seeking undergraduates. The report, containing information for students who entered the institution in the 2007-08 academic year, must be available by January 1, 2014,

for institutions. Students are counted as graduates or as transfers-out if they completed or graduated or if they transferred-out within 150 percent of the normal time for completion or graduation from their programs by August 20, 2013.

GRADUATION

Undergraduate degrees offered

The University grants the undergraduate degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Engineering, Bachelor of Social Work, Bachelor of General Studies, Bachelor of Science in Nursing, Associate of Arts, and Associate of Science. Commencement is held in December and May of each year.

Bachelor of Arts or Associate of Arts Foreign Language Requirement

Foreign language is a requirement for the Bachelor of Arts or Associate of Arts degree. The foreign language requirement recognizes the desirability of attaining basic mastery of a language other than one's own. To fulfill the foreign language requirement for the Bachelor of Arts or Associate of Arts degree, a student must demonstrate proficiency through the appropriate college-level course in a single foreign language by either:

- 1) completing the first 12 credit hours of the language (four semesters, through 204 or higher), or
- 2) completing the fourth semester of the language (204) or higher, if advanced placement is recommended. NOTE: Achieving a grade of B or better in the USI course in which the student is placed, then completing a Departmental Credit form, results in earned credit for all preceding courses.

Students whose native or first language is not English may request a waiver from the foreign language requirement. A student who requests a waiver must (1) certify English competency by achievement of a minimum of 500 on the written Test of English as a Foreign Language (TOEFL) or 173 on the computer-based version, and (2) demonstrate proficiency in the student's native language.

Students who receive an exemption from the foreign language requirement are responsible for completing the humanities requirements set forth in the University Core Curriculum (C4 Western Culture) as well as all other credit-hour requirements for the degree.

General Requirements for Graduation. Meeting graduation requirements is each student's responsibility. A candidate for a baccalaureate or associate degree must meet the general requirements of the University. The following requirements apply to each student.

- A student must have a minimum of 124 semester hours of credit for a baccalaureate degree. Some curricula or combination of fields require more. If all specified requirements are completed with fewer than 124 credit hours, a student must elect sufficient work to total at least 124 hours.
- A student must have a minimum of 64 hours of credit for an associate degree. Some curricula or combination of fields require more. If all specified requirements are completed

with fewer than 64 credit hours, a student must elect sufficient work to total at least 64 hours.

- All students who began seeking a degree in the 1996 fall semester or after must complete a minimum of 39 credit hours at the 300-level or above to complete a baccalaureate degree.
- A student must complete the minimum University Core Curriculum program. Specific requirements for the University Core Curriculum component of each degree program are noted in the sections of this bulletin describing each of the academic programs.
- A student must have a 2.0 minimum cumulative grade point average on all University courses counted for graduation requirements. Some curricula, such as teacher education programs, require a higher grade point average.
- Incomplete grades should be removed at least six weeks before the term of graduation if the courses are to be counted toward graduation requirements.
- Course requirements for graduation in the student's degree program(s) may be those in effect at the time of matriculation into the program or at graduation, but not a combination of both. NOTE: students who re-enter the University after an absence of one calendar year or more must follow the program requirements in effect at the time of their readmission.
- A student must earn a minimum of 30 credit hours of credit toward a baccalaureate, and 18 credit hours of credit toward an associate degree from the University.

Application for Graduation. Candidates for graduation must file with the Office of the Registrar a Formal Application for Graduation and a Diploma Form. If degree requirements will be completed in a spring or summer term, the forms should be submitted no later than the third week of the preceding fall term. If degree requirements will be completed in the fall term, the forms should be submitted no later than the third week of the preceding spring term. The Application for Graduation may be obtained at the office of the Dean of the candidate's major. The Diploma Form is submitted online by visiting www.usi.edu/reg/diploma.asp. Timely submission of the Formal Application for Graduation and Diploma Form help ensure that degree candidates receive commencement mailings and appear in the printed commencement program, will be considered for commencement honors, and will have a diploma ordered.

Honors. An undergraduate, baccalaureate degree-seeking student who completes all University requirements for graduation and meets the requirements for graduation honors, with a cumulative grade point average between 3.6 and 3.8, will be graduated with the honor *Cum Laude*. Students with a cumulative grade point average of 3.8 or higher will be graduated *Magna Cum Laude*. The student(s) with the highest cumulative grade point average will be graduated *Summa Cum Laude*. A student receiving graduation honors will have the appropriate notation printed on both the transcript and diploma.

Commencement honors (for purposes of printing the commencement program) are determined by using the cumulative

grade point average at the end of the semester/term preceding each commencement.

Graduation honors are determined by using the cumulative grade point average of the final term when graduation requirements are completed and therefore may differ from commencement honors.

University Requirements for Commencement Honors. A student who is to receive a baccalaureate degree and meets each of the following requirements is eligible for commencement honors.

- Have completed (or have a combination of completed and enrolled hours in the final semester) a minimum of 60 credit hours at the University in which letter grades of computable point value were received.
- Have a minimum cumulative grade point average of 3.6 on all courses attempted at the University.

University Requirements for Graduation Honors. A student who is to receive a baccalaureate degree and meets each of the following requirements is eligible for graduation honors.

- Complete a minimum of 60 credit hours at the University in which letter grades of computable point value were received.
- Have a minimum cumulative grade point average of 3.6 on all courses attempted at the University.

Associate and master's degree candidates are not eligible for honors.

SECOND BACCALAUREATE DEGREE

A student who desires a second baccalaureate degree must complete a minimum of 30 credit hours in addition to those required for their first degree and must fulfill all requirements for the second degree. With the exception of the Teacher Education Programs and other programs with program-specific University Core Curriculum requirements, a student completing a second baccalaureate degree does not have to meet the University Core Curriculum (General Education Program). If a student received the first baccalaureate degree from another accredited university, 30 hours in residence are required to fulfill the requirement for the second baccalaureate degree. Two baccalaureate degrees may be granted simultaneously, providing all requirements for both degrees have been completed and a minimum of 154 hours has been earned.

POSTHUMOUS RECOGNITION OF STUDENTS

Posthumous degree

The University may award a degree posthumously to a student who was enrolled at the time of death and had substantially completed the work for a degree, upon recommendation of the appropriate faculty and dean. A special, posthumous diploma will be presented to the student's family.

The University of Southern Indiana has established the following guidelines for awarding a posthumous degree:

Undergraduate

A posthumous degree can justifiably be awarded when a student had substantially completed the work for the undergraduate degree. This determination rests with the dean of the college, in consultation with the undergraduate faculty of the department of the student's major.

Graduate

A graduate degree may be awarded posthumously when the student has substantially completed the work for the graduate degree. This determination shall be the responsibility of the dean of the college, in consultation with the graduate faculty of the student's program.

Certification of Recognition

The University may award a Certificate of Recognition posthumously to a student who was enrolled at the time of death but who did not qualify for a posthumous degree. A special, posthumous certificate will be presented to the student's family.

VETERANS' SUPPORT SERVICES

Veterans' Support Services is located in the Office of the Registrar and provides assistance to all prospective and enrolled students who are veterans, servicepersons, dependents, survivors of veterans, and other eligible persons. Students applying for benefits may obtain the necessary application forms and program information from this office. A student receiving veteran benefits must have attendance certified with the Veterans Administration for each term of enrollment.

STUDENT LIFE

Emphasis at the University is on learning, including the learning which continues beyond the classroom and laboratory. A wide variety of organizations and activities, plus numerous cultural opportunities, contribute to the total education of a student. More than 100 student organizations provide co-curricular and extra-curricular activities and represent a wide range of interests, including academic/professional organizations, programming, political, religious, multicultural, special interest, service, Greek letter organizations (sororities and fraternities), honor societies, student government, and music and drama groups.

COUNSELING CENTER

The Counseling Center offers personal, substance abuse, and life direction counseling and referral services to all currently enrolled students. The goal of counseling is to help students function more effectively in the educational environment by assisting in overall personal development, including the facilitation of emotional growth, improvement of interpersonal skills, adjustment to college life, and the exploration of options to aid in the resolution of personal issues. Staff also facilitates referrals to community support groups and agencies, and offers presentations and workshops to the University community.

Students may call the Counseling Center at 812/464-1867 or stop by the office in the Orr Center, Room 1051, to make an appointment. All counseling relationships are confidential.

DINING FACILITIES

The University dining facilities are operated by Sodexo Campus Services. Dining options are offered in Burger King, Archie's Pizzeria, Sub Connection, Salsa Rico, and Cyclone Salads on the main floor of the University Center, The Loft on the upper level of the University Center, and Starbucks in Rice Library. In addition, Sodexo operates Eagle Express Convenience Store, located in the Residence Life Community Center, and two Simply To Go units with sandwiches, salads, and beverages: one in the Liberal Arts Building and one in the Health Professions/Science Center link. Catering services are available for meetings, programs, and events. For additional information on meal plans, catering services, or employment opportunities, contact the food service office, UC 019, 812/464-1859, or visit us on the web at www.usifood.com.

DISABILITY RESOURCES

Disability resources are offered through the Counseling Center to help students overcome or compensate for obstacles related to a physical, emotional, or learning disability. Some of the resources available to students include: assistance in obtaining alternative textbooks, test accommodations, sign language interpreter services, note-taker supplies, referral to an academic coach and peer tutoring, access to resource literature, and referral to community agencies. Staff assist faculty by distributing information through group educational presentations and individual consultations, and by coordinating with other offices to ensure provision of reasonable and appropriate accommodations to students with disabilities.

For example, the University ensures that sign language interpreter services will be provided at no cost to hearing-impaired students who require this service in order to benefit from and participate in their educational programs.

To facilitate the availability of staff and funds, students are asked to register for the disability resources in the Orr Center, room 1051, at least 60 days prior to date needed, and must provide specific professional documentation of need. 812/464-1961 or TTY/TTD 812/465-7072.

INTERNATIONAL PROGRAMS AND SERVICES

The primary mission of the Office of International Programs and Services is to enhance the international dimensions of the University and to facilitate opportunities for all students to acquire skills necessary to succeed in a global society. The IPS Office is responsible for international recruitment and retention and the delivery of information, services, and programs designed to meet the unique needs of international students and scholars. The IPS Office also is responsible for the development and administration of USI study abroad programs in 60 countries. International Programs and Services organizes weekly events for the Global Community Program in Ruston Hall and works closely with the International Club and other organizations on campus to provide activities and programs designed to increase international awareness, acceptance, and understanding of peoples and cultures from all corners of the globe.

MULTICULTURAL CENTER

The University of Southern Indiana's Multicultural Center enhances the personal and academic success of students by preparing them to be responsible citizens in a multicultural society. The goals of the Center are to:

- Foster and provide a warm, welcoming, supportive, and inclusive environment for diverse populations at USI;
- encourage, promote, and assist the academic and social integration of underrepresented students into the University through programs and services offered by the Center and through partnerships with other campus entities;
- create opportunities for cultural interaction between students, the campus and the community at large to promote cultural awareness and sensitivity; and
- provide outreach opportunities to underrepresented groups and underserved communities to seek higher education.

The Vision Statement for the Center is to develop diversity awareness within students to build a bridge between college life and future multicultural experiences.

RECREATION, FITNESS, AND WELLNESS

The Recreation, Fitness, and Wellness Department is the combination of the intramural sports, fitness, and student wellness programs. The University encourages the lifelong pursuit of an active, healthy lifestyle, and enhances student development by providing healthy activities, as well as leadership and employment opportunities. The offices are located in the Recreation, Fitness, and Wellness Center (RFWC).

Recreation and Fitness — Recreation and Fitness offers programs designed to promote a healthy lifestyle and meet the physical, social, spiritual, intellectual, and emotional needs of students and employees. Some of the services and programs provided by Recreation and Fitness include fitness consultations, facility orientations, incentive programs, and open recreation. A valid USI Eagle Access card is required to participate. Guest passes are available for purchase at the RFWC welcome desk. Recreation and Fitness staff can be reached in the Recreation, Fitness, and Wellness Center, or by calling 812/461-5268.

Intramural Sports — The Intramural Sports program offers a wide array of recreational activities which provide competition suitable for students regardless of physical capabilities. Participation in the intramural, special events, and outdoor adventure programs enriches social relationships, develops an understanding of sports, and aids physical and mental improvement. Intramural staff can be reached in the Recreation, Fitness, and Wellness Center or by calling 812/461-5268.

Student Wellness — The Student Wellness program develops, implements, and coordinates health and wellness education activities for the University community. The staff of Student Wellness is located in the Recreation, Fitness, and Wellness Center, 812/461-5483.

USI Recreation facilities include —**Indoor**

Recreation and Fitness Center
Physical Activities Center

Outdoor

Broadway Recreational Complex
Screaming Eagles Valley Complex (disc golf)
RFW outdoor basketball and sand volleyball courts
Clarke Lane field
Foundation field
Tennis courts
Running/walking trails

- Business
- Emerging Leaders
- Nursing and Health Professions
- Science and Engineering
- Elementary Education
- Liberal Arts
- Social Work
- Exploring Majors
- Sophomore Year Experience

Contact the Housing and Residence Life Office via telephone at 812/468-2000 for details, via email at living@usi.edu, or visit the Housing and Residence Life web site at www.usi.edu/res.

RELIGIOUS LIFE

Religious Life provides religious guidance and worship opportunities for students, faculty, and staff, and is located in the O'Daniel Apartment complex (corner of O'Daniel Lane and Clark Lane). Its goal is to communicate ways to stay active in faith life while at USI. To find out more about the religious organizations on campus and area worship information, go to www.usi.edu/ministry.

HOUSING AND RESIDENCE LIFE

The Department of Residence Life houses approximately 2,800 students who live, study, and work in this dynamic community. Housing and Residence Life is committed to supporting and enhancing the educational mission of USI by providing programs, services, staffing, and facilities that support academic success. Students live in quality facilities, including one- and two-bedroom furnished apartments with full-size kitchens, as well as two-bedroom, two-bath residence hall suites.

Housing facilities also provide several amenities, including

- full-size kitchens or kitchenettes
- basic expanded cable service
- local phone service
- Internet access including both wired and wireless connections
- computer labs
- fully furnished apartments and suites
- shuttle service
- air conditioning
- laundry facilities
- convenience store
- all utilities
- on-site security
- 24-hour on-site staff supervision

Living Learning Community programs also are available. Currently, Academic Affairs and Student Affairs jointly offer 11 Living Learning Communities, which are housed in Ruston and O'Bannon halls, with the exception of the sophomore experience which is in the apartment area. Each Living Learning Community is developed around a common academic discipline or interest area. The Living Learning Communities require a separate application, and are as follows:

- Honors
- Global Community

STUDENT DEVELOPMENT PROGRAMS

(Student Organizations, O'Daniel Leadership Academy, Orientation, Panhellenic Council, Interfraternity Council, Activities Programming Board, and Freshman Programs)

The Office of Student Development Programs fosters an active and comprehensive campus life experience through the coordination and advisement of over 100 student organizations in the areas of program planning and organizational development. Staff members assist students in getting involved in campus events and organizations and provide support and guidance to the Greek governing organizations, individual Greek chapters, and affiliated organizations through advising, leadership development, program planning, and organizational development.

Student Development Programs provides opportunities for students through O'Daniel Leadership Academy, a comprehensive leadership program. The academy includes Student Leadership Conference; Leadership USI; Corporate Leadership Conference; Leadership, Education, and Development Series (LEAD); and annual leadership awards.

In addition, this department assists students in making the transition to the University through the development and coordination of new, transfer, and adult student orientation programs, fall welcome week, and Freshman Programs. Freshman Programs is a set of programs and services available to all new students. This program was designed to help freshmen achieve success in college.

Student Development Programs is located in the University Center and can be reached at 812/465-7167, or visit the web site at www.usi.edu/sdv.

The O'Daniel Leadership Academy helps develop tomorrow's leaders—today! Based on the philosophy that people will be called upon to be leaders at some point in their life, USI created the Joseph E. O'Daniel Leadership Academy. It is designed to enhance the personal and professional skills long associated with leaders: initiative and motivation, goal setting, communication, critical thinking, problem solving, self-confidence, teamwork, conflict management, and self assessment. The Leadership Academy challenges and empowers students to become aware of their leadership skills and helps them feel

confident in their ability to lead and make changes. For more information about academy programs or to register for programs, visit the web site at www.usi.edu/leadership.

Freshman Programs helps students become successfully integrated into the USI culture and student body, develop the skills and drive necessary to excel in their college courses, recognize their responsibility and potential to give something of value to their community, know that they are a valued member of the campus community, and achieve a greater sense of their potential. To achieve these goals, staff members provide a variety of services and programs, including calling new students during their first semester, serving as the point of contact for new students and their parents, sponsoring a living learning community, and providing educational programs.

The Panhellenic Council is the local governing body of women's social fraternities at USI. It oversees recruitment, scholarship, service, and philanthropic activities.

The Interfraternity Council is the governing body of men's social fraternities. It oversees recruitment, scholarship, service, and philanthropic activities.

The Activities Programming Board (APB), composed of seven major committees, is responsible for programming student activities for the campus community. Coffee houses, movies, lectures, concerts, Chill Out, and Homecoming are just a few events coordinated by APB. For more information on APB's activities or how to become a member, visit the web site at www.usi.edu/apb or www.facebook.com/activitiesprogrammingboard.

The Student Government Association (SGA) is the representative body of currently-enrolled students. It is composed of elected members of the student population and includes an executive board, seven administrative vice-presidents, 18 representatives from the five academic colleges, 11 members at large, and a seven-member University Court. SGA serves as the voice of all students to the Board of Trustees, faculty, administration, and USI community. All students, by virtue of their registration at the University of Southern Indiana, are members of SGA and are encouraged to attend General Assembly meetings. For more information, call the SGA office at 812/464-1873 or see the web site at www.usi.edu/sga.

Student Publications provides opportunities for students who wish to become involved in some phase of campus publications as writers, designers, photographers, and sales staff. The student newspaper *The Shield* is published weekly. Interested students are encouraged to contribute to the success of *The Shield*. Students from all disciplines are welcomed.

WSWI

WSWI – The Edge, a non-commercial radio station, is owned and operated by the University. The Edge can be heard on multiple platforms, including 820-AM, 90.7 FM HD-2, the edgeradio.org, channel 12 in student housing and on smartphones

via the Radiolicious app. The station's main format is alternative rock, and also with news and sports. Students from all disciplines are welcome to be a part of The Edge's programming. Positions are available for disc jockey, news writing and reporting, sports broadcasting, marketing, promotion, and underwriting.

SCRIPPS HOWARD VIDEO COMPLEX

The Scripps Howard Video Complex houses a television production facility and the student cable television channel, SETV-12. The facility includes a fully equipped, three-camera television studio, camcorders for field shooting, and Apple computers for video editing. Student productions include the live newscast Access USI, USI home basketball game telecasts, entertainment shows, and Radio/Television class assignments. SETV-12 airs these programs along with movies and student organization announcements.

STUDENT POLICIES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Notice of student rights

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

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - Students should submit to the registrar, dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
 - Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the

University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Directory Information

The following information may be made available to the public unless a student restricts its release by written notice. Information restriction request forms are available in the Office of the Registrar.

Annual University telephone directory - The following information may be published by the University: name, local address, telephone number, and e-mail address – unless a USI Telephone Directory Restriction Request form is filed with the Office of the Registrar during the first three weeks of each fall semester.

General requests for student information - When appropriate, the following information also may be made public by the University through printed programs, news releases of awards, etc.: date and place of birth, home address, marital status, majors and minors, degrees, awards received, dates of attendance, most recent educational institution attended, names of parents, participation in officially-recognized activities or sports, weight and height of members of athletic teams, classification, and enrollment status. An Information Release Restriction Request form can be submitted 1) to be effective for only the single term specified; or 2) to remain in place until requested in writing that the restriction be lifted.

The submission of a student's Social Security number is voluntary. The University will not use the number, if supplied, for purposes other than routine record-keeping and institutional statistics, without a student's written permission.

GENERAL BEHAVIOR OF STUDENTS

The University of Southern Indiana is charged by the State of Indiana with the responsibility for the development and administration of institutional policies and rules governing the role of students and their behavior. Student Rights and Responsibilities: A Code of Student Behavior contains statements of those University regulations and policies relevant to the academic and co-curricular experience.

The University community is not a sanctuary from the law, and all students of the University are subject to federal, state, and local law. Student Rights and Responsibilities: A Code of

Student Behavior, published in this bulletin, forms the basis for student behavioral expectations in the USI community and the greater community at large. The standards of conduct apply to students while on University-owned or -controlled property, when attending University-sponsored events off campus, or when such conduct involves the security or integrity of the University community.

In addition, the University is a forum for the free expression of ideas. The development and enforcement of these standards of behavior is designed to foster students' personal, social, and ethical development. These standards serve to promote the protection of the rights, responsibilities, and health and safety of the USI community, so that its members may pursue educational goals. See Section 1.0 Purpose and Application of Student Rights and Responsibilities: A Code of Student Behavior.

Deception/Falsification/Misrepresentation

Falsification or misuse of records and/or misrepresentation of facts on University forms and documents, including but not limited to, application forms, data sheets, ID cards, fee receipts, may result in disciplinary action and/or cancellation of registration. See Section 2.16 of Student Rights and Responsibilities: A Code of Student Behavior.

Student Academic Honesty

Academic dishonesty, including plagiarism, cheating, submitting another person's material as one's own, or doing work for which another person will receive credit will subject a student to disciplinary action which may include dismissal from the University.

The benchmarks of any great university are high academic standards for both faculty and students. For this reason, truth and honesty are necessary to a university community. The University expects both students and faculty to adhere to these principles and to foster them daily. Put simply, this expectation requires each student to do his or her academic work without recourse to unauthorized means of any kind. Both students and faculty are expected to report instances of academic dishonesty. Faculty should explain the special hazards regarding academic honesty in their discipline. Faculty also should plan and supervise academic work carefully so honest effort will be encouraged.

Definitions of academic dishonesty also apply to the use of electronic, photographic, Internet-based, and other media for intellectual and artistic expression. See Section 3.0 of Student Rights and Responsibilities: A Code of Student Behavior for academic dishonesty definitions and sanctions. See the Dean of Students Web site for a procedural description of the process.

Policy on Alcoholic Beverages and Illegal Drugs

The University of Southern Indiana prohibits the illegal manufacture, purchase, possession, use, consumption, sale, transfer, exchange, and/or distribution of or being under the influence of drugs and alcohol by students, employees, and visitors on University-owned or -controlled property, including University-

owned or -leased vehicles, or as part of any University activity as that term is defined by the University.

The University expects the cooperation and commitment of all students and employees in maintaining an environment free of illicit drugs and illegal use of alcohol. Students and other campus constituents are deemed to be adults responsible for their own behavior and are expected to obey the law and University rules regarding drugs and alcohol. For more information on University drug and alcohol policies, see Section 2.1 of Student Rights and Responsibilities: A Code of Student Behavior.

The dean of students is charged with the development and administration of the University of Southern Indiana student conduct process. Under the supervision of the dean of students, the following individuals will be charged with the execution of conduct proceedings:

- Assistant Director for Student Conduct – Housing and Residence Life
- Director of Residence Life
- Director of Student Development Programs
- Additional staff members in the University community as deemed appropriate and as trained by the dean of students

The aforementioned individuals may conduct meetings and hearings with students who may have violated any University policy, including those found in Student Rights and Responsibilities: A Code of Student Behavior, USI University housing community standards (Appendix B of Student Rights and Responsibilities: A Code of Student Behavior), and USI student organization policies (Appendix C of Student Rights and Responsibilities: A Code of Student Behavior).

Campus policy on drug and alcohol abuse is monitored by the Substance Abuse Advisory Committee comprised of administrators, faculty, staff, and students who recommend policy changes as needed.

Weapons/Explosives/Hazardous Materials

The President of the United States in October of 1970 signed into law a crime control bill which makes campus bombings a federal crime. The law allows “the full force of the FBI” to move in to investigate bombing attacks instead of waiting for a request from University authorities. The law also makes it a federal offense to transmit false bomb threats and restricts the sale and possession of explosives. The transfer, possession, use of, or sale of weapons, including, but not limited to explosives, fireworks, and firearms (or other lethal weapons) are not allowed on any University -owned or -controlled property. A student who violates regulations regarding explosives, weapons, and fireworks is subject to disciplinary action by the University. This action may be taken in addition to any civil action. (See Section 2.11 of Student Rights and Responsibilities: A Code of Student Behavior.)

Policy on Sales and Solicitations

No canvassing, peddling, soliciting, distributing, or posting of any written or printed material by non-University individuals

or organizations is permitted on the grounds or in the buildings or on equipment or networks owned/operated by the University without the written permission of the president. Such solicitations that are prohibited include the use of electronic mail and web page solicitations. Any activity in violation of this policy should be reported to the Office of the Dean of Students.

Students and employees are not permitted to solicit, canvas, or peddle any items, distribute or post any unauthorized material within the buildings or through equipment or networks owned/operated by the University or on the grounds of the University without the written permission of the president or designate. Such solicitations that are prohibited include the use of electronic mail and Web page solicitations. Any activity that violates this policy should be reported to the Office of the President.

Approved solicitations include the annual United Way campaign and various Foundation and University solicitations. Other activities may be approved for projects and/or programs that are of direct interest and value to the University. Students and employees may donate as generously as they wish, as the University does not imply any obligation on the part of the individual to contribute. Contributions to charitable and welfare programs and activities are entirely matters of individual discretion.

Sales, solicitations, and distributions are permitted by officially-registered campus organizations only if they are for the general benefit of the University and/or the community and have received authorization of the president or a designate. Application for approval for sales and solicitations events (including athletic events and events held in Residence Life areas) may be initiated with the student scheduler. Generally, sales and solicitations are limited to three days in a 30-day period and not more than twice a semester. Authorization to sell on campus does not constitute an endorsement by the University of either the product sold or the service rendered. The University of Southern Indiana and the USI Foundation do not recognize fund-raising efforts using games of chance, such as raffles, door prizes, half-pots, or bingos as methods for raising charitable funds. Neither the University nor the USI Foundation is a qualified organization licensed by the Indiana Department of Revenue, Charity Gaming Division, to conduct such activities. Student groups and University support groups are encouraged to solicit funds in other ways. For information, contact the director of Development.

Sales and soliciting groups or individuals are expected to adhere to the following regulations:

- The use of sound equipment (tv, stereo, amplifiers, public address system) is restricted; permission to use such must be obtained from Scheduling Services.
- Groups must display a printed sign no smaller than 18” x 24” signifying the name of the organization hosting the sale or solicitation.
- For-profit entities must have a retail sales permit available at the scheduled activity. (A currently-enrolled student repre-

senting the sponsoring group or organization must be present at all times.)

- Groups or individuals must have written confirmation for the scheduled event available at the scheduled event.

Space in the University Center may be reserved by a registered student organization. The University Center may be used by registered student organizations for conducting campus-wide elections, distributing literature relating to student organizations, recruiting membership for student organizations, and activities, sales, and solicitations.

Failure to comply with the above policy will result in referral to the appropriate disciplinary process and could result in the loss of solicitation privileges. (See Section 2.25 and Appendix C of Student Rights and Responsibilities: A Code of Student Behavior for more information on student organization policies.)

Identification Card for Students

A student identification card (called the Eagle Access Card) is provided to each student. Cards can be obtained from the Eagle Access Card Office located in the University Center. A fee of \$10 will be charged a student who makes application to replace an Eagle Access Card.

It is against University regulations for any person to alter in any way the information contained on the Eagle Access Card, or to allow the card to be used by another person (whether a student or not). This card must be carried with the student at all times and must be shown upon request. An Eagle Access Card is required for admission to athletic events, participation in intramurals, admission to the USI Recreation and Fitness Center, and to check out materials from Rice Library.

A student who misuses and/or alters an Eagle Access Card, or who fails to present the card at the request of a University official, is subject to disciplinary action. (See Section 2.15 of Student Rights and Responsibilities: A Code of Student Behavior.) More information on the Eagle Access Card can be found at www.usi.edu/book/studevel/eaccess.asp.

Immunization Notice

All students entering the University and/or living in Residence Life must meet the immunization requirements of the University and Indiana Code 20-12-71 enacted by the 2002 Indiana General Assembly.

To comply with requirements, you must provide current documentation of the following immunizations:

- two measles, one mumps, and one rubella (2 MMR vaccines acceptable; first MMR must be given after 1967 and not before first birthday), or a physician's written statement of immunity to measles and mumps due to having had the infection. You may submit a blood titer as documentation of MMR immunity. The titer must show immunity to rubeola, rubella, and mumps. It must be signed by a physician and must show the name of the medical laboratory performing

the titer. Students born before January 1, 1957, are exempt from the MMR requirement;

- tetanus/diphtheria (Td booster) within past 10 years – tetanus toxoid NOT ACCEPTABLE;
- tuberculin skin test (Mantoux only) prior to the start of the first semester at USI, no earlier than six months for American citizens and six weeks prior for international students. Must be administered and read in the United States by a registered nurse or physician within 48-72 hours. Must have the signature of the registered nurse or physician reading the results to be valid.

All students MUST read and sign the Meningococcal and Hepatitis B Risk Acknowledgement Form and return it with the Immunization Form in order to complete the file.

For further information contact the Student Immunization Office at 812/461-5285. The documentation must be mailed, delivered, or faxed to the USI Student Immunization Office prior to the start of the student's first semester at USI. The office is located in the lower level of the Health Professions Center, room 0102. The Student Immunization Office fax number is 812/461-5284. More information and a downloadable immunization form can be found online at www.usi.edu/stl/imz/imm.asp.

Health Insurance Requirements for International Students

All international students (F-1 or J-1 visa holders and J-1 dependents) are required to have adequate health insurance while enrolled at the University of Southern Indiana. The University health insurance program offers comprehensive coverage designed for international students who will be billed for the cost of this program at the beginning of the academic year for coverage from August 15 to August 14.

The USI health insurance coverage may be waived if the student already has adequate health insurance. Students must provide an insurance certificate or other documentation in English, showing that health insurance meets the minimum requirements.

Minimum coverage must provide:

- medical benefits of at least \$50,000 per accident or illness
- repatriation of remains in the amount of \$25,000
- expenses associated with medical evacuation to student's home country in the amount of \$25,000
- a deductible (the amount you pay) not to exceed \$500 per accident or illness
- coverage for August-July (for students beginning in fall) or January-July (for students beginning in spring)
- the insurance policy must be underwritten by an insurance corporation having an A.M. Best rating of A- or above, or the endorsement of the student's government.

Contact the director of International Programs and Services if you have any questions regarding this requirement.

THE UNIVERSITY HONORS PROGRAM

The mission of the Honors Program at the University of Southern Indiana is to support the University's continuing effort to improve the scholastic standing and educational opportunities for all University students and to encourage highly motivated students to reach their full potential in the classroom, the larger campus, and the wider community. The University recognizes and nurtures the talents and abilities of all of its students. The Honors Program is designed to offer expanded opportunities for those students who show promise of outstanding academic achievement. Participation in the program exposes students to a wider range of intellectual and academic experiences, provides enriching extracurricular activities, promotes rewarding interaction between students and Honors faculty, and gives students the opportunity to form lasting friendships with other students committed to academic excellence. As a result of their enhanced collegiate experience, Honors students have a distinct advantage in their future pursuits, whether they go on to graduate or professional school or go directly into their chosen professions. The designation of University Honors Scholar is awarded to those students who successfully complete the Honors curriculum, a distinction which is noted on both the diploma and the official transcript.

The Honors curriculum serves to supplement and enrich the student's overall experience within any of the University's major fields of study. To this end, students in the program grow through special classes that stress the interrelatedness of knowledge; skill in oral and written communication of ideas; and methods and techniques for the analysis, synthesis, and evaluation of information. Honors classes tend to be more challenging and stimulating, with smaller class sizes for increased participation and discussion. Typically, Honors students will enroll in specially designated sections of courses taken either from the University Core Curriculum or from the student's major. Students generally take one or two Honors courses in a given semester as part of their normal progress toward the baccalaureate degree.

Students who have earned an SAT score of at least 1200 (Math and Critical Reading), or an ACT composite of at least 27, and have a grade point average of 3.25 are eligible to apply for acceptance into the Honors Program. Other interested students are encouraged to apply. Evaluations of these students are made on the basis of cumulative grade point average, class rank, academic background, and extracurricular activities. Students who have completed a minimum of 15 credit hours at USI, or elsewhere, with a cumulative 3.25 grade point average, are eligible to apply.

To be recognized as a University Honors Scholar, students must complete their undergraduate work with a cumulative 3.25 grade point average or above, and complete a minimum of 21 hours of Honors credit with grades of A or B. The 21 hours of Honors credit must include a one-hour Honors seminar (Honors 101 or 102) and an Honors component to the University Core senior-level synthesis course, or an approved substitute.

Honors students have the opportunity of living in the Honors living-learning community in the residence halls. Research shows that students participating in living-learning communities graduate with greater frequency, maintain higher GPAs, and report greater satisfaction with their college experience than do students as a whole. Residing in the Honors living-learning community also facilitates a greater sense of being part of the larger Honors community at USI.

Honors students are encouraged to participate in study abroad, field study, sponsored undergraduate research, and in the National Collegiate Honors Council (NCHC) annual conference. The Honors Program offers scholarships to assist students with the cost of studying abroad.

USI Athletics

The University of Southern Indiana subscribes to the precepts and fundamental policies of the National Collegiate Athletic Association (NCAA). The University believes a well-conducted intercollegiate athletic program, based on sound educational principles and practices, is a proper part of its mission, and the educational welfare of participating student athletes is of primary concern.

The University of Southern Indiana is a member of the NCAA Division II and the Great Lakes Valley Conference (GLVC). Fifteen intercollegiate athletic teams participate in competition at the NCAA Division II level. There are eight women's teams (basketball, cross country/track, golf, soccer, softball, tennis, and volleyball) and seven men's teams (baseball, basketball, cross country/track, golf, soccer, and tennis). The intercollegiate athletic program gives student athletes an opportunity to use their talents while pursuing their studies.

Currently 15 other schools compete in the Great Lakes Valley Conference along with the University of Southern Indiana: Bellarmine University, Drury University, Kentucky Wesleyan College, Lewis University, Maryville University, Missouri University of Science and Technology, Northern Kentucky University, Quincy University, Rockhurst University, Saint Joseph's College, University of Illinois-Springfield, University of Indianapolis, University of Missouri-St. Louis, William Jewell College and University of Wisconsin-Parkside. McKendree University will join the conference in 2012-13 as the 17th member.

The University of Southern Indiana won the NCAA Division II National Championships in men's basketball (1995) and baseball (2010). The Screaming Eagles also were the national finalist twice in men's basketball (1994 and 2004) and once in women's basketball (1997), while the baseball team reached the national semifinals in 2007.

The first individual national championship was Elly Rono's cross country title in 1997. Rono followed with a pair of track national championships in 1998, while Heather Cooksey and

Candace Perry won national championships in track in 2004 and 2005. Mary Ballenger became the fourth national champion in track during the 2009 outdoor season.

In the conference, USI consistently challenges for GLVC titles, winning the 2003-04 All-Sports Trophy and Commissioner's Cup. All 15 varsity sports sponsored at USI also have won the conference championship and/or made an NCAA Tournament appearance since 1990.

In addition to excellence on the field and playing court, USI students have excelled in the classroom. Since 1993, USI student athletes have earned numerous Academic All-America awards and GLVC Scholar Athlete of the Year honors. The Eagles also have an overall average grade point average of 3.0.

The University abides by the guidelines of Title IX regulations, thus providing equity in men's and women's sports. Financial support for athletics is derived from admission fees, student fees, advertising, and contributions from the Varsity Club, business and industry, and individuals.

THE UNIVERSITY CORE CURRICULUM

The University Core Curriculum is that portion of academic work required of all degree-seeking students, regardless of academic major or minor. Students pursuing bachelor's degrees complete the entire program. Students pursuing associate degrees complete approximately half of the program; specific requirements are determined in conjunction with the departments offering the degrees.

Through the University Core Curriculum, USI encourages in all students the desire and ability to achieve personal growth and contribute meaningfully to society. The University Core Curriculum involves non-specialized, non-vocational learning that views students first as human beings, equipping them to harness their full intellectual, aesthetic, emotional, and physical resources to improve their lives and the lives of those around them. The program is based on the premise that students must know themselves and their world before they can become responsive and responsible leaders. It assumes that students need to think clearly, speak and write well, live according to consistent ideals, understand public issues, and use knowledge wisely.

To fulfill these intellectual, academic, and social needs, the University Core Curriculum shows students various ways of knowing and invites them to analyze the great ideas and achievements of humanity. Students can acquire an appreciation of their place in the continuum of life by studying not only their own world but also that of the past, of other cultures, and of nature. They can identify and move away from narrow perspectives and values in order to actively participate in shaping their lives, society, and environment.

A student's major area of specialized study and the University Core Curriculum complement each other. The former provides knowledge that distinguishes us from one another in our diverse walks of life; the latter provides knowledge and abilities that all educated people share. By joining the two, the University can accomplish its primary mission of preparing students to live wisely. The two goals, however, that pervade the entire program are critical thinking and information processing.

Critical thinking is defined as "the ability to analyze and evaluate information." Students who complete the University Core should be able to analyze information presented in numerical, written, spoken, and visual formats. They should display development of higher-order cognitive skills such as interpreting, synthesizing, applying, illustrating, inferring, comparing-contrasting, distinguishing the central from the peripheral, and predicting. They should be able to differentiate opinion, theory, and fact and also define problems and identify solutions.

Information processing is defined as "the ability to locate, gather, and refine information." Students who complete the Core should also be able to perform basic research tasks using primary and secondary sources including laboratory and field experiences. They should be able to retrieve and organize information stored in diverse formats, and use the computer to extend their ability to process information.

The Mind: Enhancement of Cognitive Abilities 12–13 hours

A1. Communicating effectively

- write clear, concise, and coherent prose in both expository and persuasive modes
- speak clearly, effectively, and persuasively in both formal and informal circumstances

A2. Thinking in mathematical terms

- achieve proficiency in algebraic skills and learn to apply mathematical techniques to solve problems
- interpret information and data presented in numerical, graphical, or statistical form, and convey this knowledge to others

☐ A1. Composition/Speech (9 hours)

☐ **English** 101: Rhetoric & Composition I

☐ **English** 201: Rhetoric & Composition II

☐ (Choose One) **Communication Studies** 101: Intro to Public Speaking • 107: Interpersonal Communications • **Theatre** 251: Acting I

☐ A2. Mathematics (3–4 hours)

Proficiency exam administered by Math Department OR

Math 107: Fundamentals of Mathematics for Nurses • 108: Survey of Mathematics • 111: College Algebra • 115: Pre-Calculus Mathematics • 118: Comprehensive Pre-Calculus • 122: Analytic Geometry • 202: Mathematical Concepts Pre/Primary Teachers • 203: Mathematics for Teachers II • 204: Basic Elementary Math II • 206: Mathematical Concepts El/Jr Hi/Mid School Teachers • 215: Survey of Calculus • 230: Calculus I

The Self: Enhancement of Individual Development 8 hours

B1. Making informed, intelligent ethical judgments

- understand the importance of ethical obligations to others and the responsibility to contribute to the common good
- articulate important ethical issues and identify alternative positions on those issues
- develop or refine individual ethical viewpoints and be able to defend them

B2. Responding to the arts

- cultivate an understanding of the fine, performing, or literary arts
- establish a means of interpreting works of art and understand how they express ideas and evoke feelings

B3. Adopting a healthy, well-regulated lifestyle

- engage in physical activities that lead to and sustain personal fulfillment and promote a healthier lifestyle

☐ B1. Ethics (3 hours)

English 222: Concepts of Good & Evil in Literature • **Health Administration** 356: Ethics and Health Care in Pluralistic Society • **Philosophy** 200: Intro to Philosophy • 201: Intro to Ethics • 312: Ethics in the Professions • 363: Bioethics

☐ B2. The Arts (3 hours)

Art 201: Intro to Visual Arts • **Art History** 353: 19th-Century Art • 354: 20th-Century Art • **Communication Studies** 203: Intro to Performance Studies • **English** 105: Intro to Literature (topics vary) • 255: British Literary History • 265: American Literary History • 285: Intro to Film • 286: Classical Mythology • 302: Creative Writing • 330: Ethnic Literature in America • 382: Literature of the Bible I • 383: Literature of the Bible II • **Music** 202: Intro to Music • **Theatre** 101: Intro to Theatre

☐ B3. Health/Fitness (2 hours)

☐ (Choose One) **Physical Education** 186: Wellness/Fitness Appraisal • 281: Personal Health Science • **Biology** 176: Nutrition • **Nutrition** 376: Principles and Applications in Nutrition • **Occupational Therapy** 310: Applied Pathophysiology I

☐ One **Physical Education** Activities Course (100-level) OR **Physical Education** 295: Physical Education for the Classroom Teacher

The World: Enhancement of Cultural and Natural Awareness

26–27 hours

C1. Understanding the uses of history

- become familiar with history as a method and a means of viewing human experience
- learn to relate past events, ideas, and achievements to the contexts of present times

C2. Understanding individual development and social behavior

- acquire an increased insight of your own and others' behavior and motivations
- know how individuals develop, interact, and organize themselves in political, religious, social, and economic spheres
- consider the significance and vitality of social organizations and the role of the individual within social environments

C3. Understanding science and scientific thinking

- experience the methods of science that have given us knowledge of the natural world and the laws and patterns that govern it
- understand the use of hypothesis, observation, and experimentation in distinguishing truth from misconception

C4. Understanding the major thought and creative work of western culture

- contemplate major ideas presented in great works of philosophy, literature, and fine and performing arts of Western Europe and the Americas
- recognize and respond to the strengths and shortcomings of this tradition and appreciate the diversity that has produced it

C5. Understanding Earth as a global community of interrelated and interdependent cultures

- become familiar with various ways in which countries have been and are linked together in the contemporary world
- learn how people belonging to various cultures view and respond to global issues differently
- discern changing patterns in the ways countries interact and their impact on people located around the world

□ C1. History (3 hours)

Education 173: History of School in America 1620-Present • **History** 101: U.S. to 1865 • 102: U.S. Since 1865 • 111: World Civilizations I • 112: World Civilizations II • 130: Issues in American History • 140: Issues in World History

□ C2. Individual Development/Social Behavior (6 hours)

Anthropology 101: Intro to Anthropology • 121: Intro to Archaeology • **Economics** 175: Fundamentals of Economics • 208: Microeconomics • 209: Macroeconomics • **Education** 302: Multicultural Education • **English** 330: Ethnic Literature in America • **Gender Studies** 111: Intro to Gender Studies • 102: Intro to American Politics • **Psychology** 201: Intro to Psychology • **Sociology** 121: Principles of Sociology • 231: Social Problems I • 251: Social Psychology • 261: Marriage & Family

□ C3. Science (8–9 hours) *must take at least one lab (L) course

Anthropology 131: Intro to Physical Anthropology • **Astronomy** 201(L): General Astronomy • **Biology** 105(L): Biology of Human Concern • 112(L): Ethnobotany • 114(L): Understanding Evolution • 121: Human Anatomy & Physiology I AND 122(L): Human Anatomy & Physiology II • 133(L): Biological Concepts • 141(L): Principles of Biology • 151(L): Botany • 152(L): Zoology • 176: Nutrition • 208(L): Wildlife Biology • 251: Environmental Conservation • 282: Heredity & Society • 285: Animal Behavior • **Chemistry** 103: Molecules, Matter, and Me OR 107(L): Elements in Everyday Chemistry • 141(L): Principles of Chemistry • 175(L): Survey of Chemical Concepts • 261(L): General Chemistry I • 262(L): General Chemistry II • **Geography** 112: Earth System Science • 215: Climatology • **Geology** 101: Prehistoric Life • 115: Landscapes and Geology of North America • 121: The Geology of Gemstones • 131: Geology, the Environment, and Society • 132: Volcanoes & Eruptions • 151(L) Geology of America's National Parks OR

161(L): Physical Geology • 162(L): Historical Geology • 234: The Oceans • **Physics** 101: Intro to Physical Science • 175(L): General Physics I • 176(L): General Physics II • 205(L): Intermediate Physics I • 206(L): Intermediate Physics II • 207: Intermediate Physics I • 208: Intermediate Physics II

□ C4. Western Culture (6 hours)

One Humanities course from each row.

Hum 211: Hum I • 221: Art History I • 231: Philosophy I • 241: Literature I
Hum 212: Hum II • 222: Art History II • 232: Philosophy II • 242: Literature II
OR

German, French, Spanish, or Latin 203: Intermediate I AND 204: Intermediate II

□ C5. Global Communities (3 hours)

Anthropology 111: Intro to World Cultures • 251: Peoples of Latin America • 255: Cultures of Asia • 262: Archaeology of North America • **Art** 253: Ancient Mexico • **Biology** 251: Environmental Conservation • **Communication Studies** 317: Intercultural Communication • **Economics** 241: Global Economics • **English** 231: African American Literature • 386: World Mythology • **French** 102: Beginning French II • **Geography** 330: World Geography • **German** 102: Beginning German II • **History** 365: Crusades • **Health Professions** 236: Eastern Medicine • 492: Trans-cultural Health Care • **International Studies** 213: Magic in Arts & Humanities • 389: World Literature in Translation • **Japanese** 102: Beginning Japanese II • **Latin** 102: Beginning Latin II • **Philosophy** 251: Intro to Study of World Religions • **Political Science** 271: International Politics • **Social Work** 392: Global Social Work • **Spanish** 102: Beginning Spanish II

The Synthesis: Integration and Application of Knowledge 3 hours

D1. Assimilating what you learn

- draw on your educational experiences to develop interdisciplinary responses to problems and issues of today
- explore factors that influence these problems and issues, suggest alternative solutions, and identify ways in which they might contribute to a resolution

□ D1. Synthesis (3 hours)

Biology 481: Organic Evolution • **Chemistry** Seminar/Research Sequence • **Computer Science** 483: Senior Software Development Project • **Dental Hygiene** 401: Clinical Management I • 457: Professional & Current Issues in Oral Health Care • **Education** 433: Synthesis Seminar Early Child Education • 438: Synthesis Seminar in Special Education • 448: Synthesis Seminar in Secondary Teaching • 458: Synthesis Seminar in Elementary Teaching • **Engineering** 491: Senior Design • **Bachelor of General Studies** 498: Personal and Professional Development • **Geology** 481: Advanced Environmental Geology • **Health Professions** 498: Current Concepts in Health Professions • **Liberal Arts** 497: Capstone Studies • **Mathematics** 492: History of Mathematics • **Management** 452: Policy Formulation & Administration • **Nursing** 467: Nursing & Health Care Issues • **Nutrition** 496: Leadership and Professional Issues in Food and Nutrition • **Occupational Therapy** 480: Occupational Therapy Research • **Physical Education** 492: Contemporary Issues in Sport and Exercise • **Radiologic Technology** 491: Integration of Adv Imaging Concepts • **Social Work** 402: Social Work Practice I • **Technology** 471: Senior Project

NOTE:

- No more than six hours of coursework from the major discipline (if used in the major) may apply toward the UCC. For example, an English major can apply no more than six hours of ENG coursework to both the major and the UCC.
- The following courses appear in more than one UCC category: Eng 330 (B2 and C2), Biol 176 (B3 and C3), and Biol 251 (C3 and C5). Students taking them may fulfill all indicated categories at the same time, but credit will apply toward the 50-hour total only once. Additional courses to meet the 50-hour minimum may be selected from any University Core category.
- Although the UCC allows students choices in most of its categories, several degree programs restrict course choices for their majors. Refer to your degree audit (Degree Evaluation via myUSI) or contact your academic advisor to determine if specific UCC courses are required for your program.

ACADEMIC PROGRAMS

Graduate Degree Programs

The University has authorization to confer the following graduate degrees: Doctor of Nursing Practice, Master of Arts in Liberal Studies, Master of Business Administration, Master of Arts in Communication, Master of Health Administration, Master of Public Administration, Master of Science in Education, Master of Science in Industrial Management, Master of Science in Nursing, Master of Science in Occupational Therapy, and Master of Social Work.

Graduate Academic Fields

College of Business

- Business Administration

Bower-Suhrheinrich College of Education and Human Services

- Elementary Education • Secondary Education • Social Work

College of Liberal Arts

- Liberal Studies • Public Administration • Communication Studies

College of Nursing and Health Professions

- Acute Care Nurse Practitioner • Family Nurse Practitioner • Health Administration • Nursing Education • Nursing Management and Leadership • Occupational Therapy

- Doctor of Nursing Practice

Pott College of Science and Engineering

- Industrial Management

Post-Baccalaureate Certificate Programs

College of Business

- Computer Information Systems • Professional Accountancy

College of Nursing and Health Professions

- Health Professions Education • Health Professions Management

Undergraduate Degree Programs

The University has authorization to confer these undergraduate degrees: Bachelor of Arts, Bachelor of General Studies, Bachelor of Science, Bachelor of Science in Engineering, Bachelor of Science in Nursing, Bachelor of Social Work, Associate of Arts, Associate of Science, and Associate of Science in Occupational Therapy Assistant.

Baccalaureate Majors

College of Business

- Accounting and Professional Services • Business Administration (students may concentrate in the following areas of interest: Entrepreneurship/Small Business, International Business, or General Business) • Business Education • Computer Information Systems • Computer

- Science • Economics • Finance • Management • Marketing

Bower-Suhrheinrich College of Education and Human Services

- Early Childhood Education • Elementary Education (includes Instructional Technology and Junior High/Middle School endorsement) • Exercise Science • Kinesiology • Physical Education
 - Senior High/Junior High/Middle School Education (grades 5-12) - certification is available for most majors
 - Social Work
 - Special Education • Sports Management

Division of Extended Services

- General Studies

College of Liberal Arts

- Art • Art Education (K-12) • Art Education (secondary) • Communication Studies • Criminal Justice Studies • English • French • German • History • International Studies • Journalism • Philosophy • Political Science • Psychology • Public Relations and Advertising • Radio and Television • Social Science Secondary Education • Sociology (concentration in Gerontology is available) • Spanish • Theatre Arts

College of Nursing and Health Professions

- Dental Hygiene • Food and Nutrition • Health Services • Nursing • Occupational Therapy • Radiologic and Imaging Sciences

Pott College of Science and Engineering

- Advanced Manufacturing • Biology • Biochemistry • Biophysics • Chemistry • Engineering • Geology • Industrial Supervision • Mathematics • Mathematics Teaching • Science Teaching

Minor Programs

Minor programs are available in most areas listed as majors and in the following additional areas:

- Art History
- Anthropology
- Classical Studies
- Coaching (Teacher Education)
- Earth Space Science (Teacher Education)
- Entrepreneurship
- Environmental Biology
- Fitness Instructor
- Gender Studies
- Geography
- Gerontology
- Health and Safety Education
- Health Promotion and Worksite Wellness
- Language Arts (Teacher Education)
- Military Science
- Nutrition
- Physics
- Public Health
- Reading (Teacher Education)
- Sport Management
- Theatre Education

Associate Degrees

College of Business

- Business

Bower-Suhrheinrich College of Education and Human Services

- Early Childhood Education

College of Liberal Arts

- Social Science

College of Nursing and Health Professions

- Dental Assisting • Occupational Therapy Assistant •
Respiratory Therapy

Pre-Professional Curricula

- Pre-Chiropractic • Pre-Dentistry • Pre-Ecology • Pre-Forestry • Pre-Law • Pre-Medical Technology • Pre-Medicine • Pre-Optometry • Pre-Osteopathy • Pre-Pharmacy • Pre-Physician Assistant • Pre-Physical Therapy • Pre-Podiatry • Pre-Science Teaching • Pre-Veterinary • Pre-Wildlife Biology • Pre-Zoology

Additional information concerning the various academic programs may be obtained from the Office of Admission or from each of the academic colleges.

COLLEGE OF BUSINESS

business.usi.edu

Mohammed Khayum, Ph.D., Dean

Brian McGuire, Ph.D., C.P.A., C.M.A., C.B.M., C.I.T.P.,
Associate Dean and MBA Director

Tim Schibik, Ph.D., Assistant Dean

Abbas Foroughi, Ph.D., Chair, Department of Management and
Information Sciences

Leslie Nunn, J.D., Chair, Department of Accounting and Finance

Sudesh Mujumdar, Ph.D., Chair, Department of Economics and
Marketing

The College of Business offers bachelor degree programs in the following business majors: accounting and professional services, business administration, business education, computer information systems, finance, management, and marketing. The major in economics leading to the Bachelor of Arts degree or Bachelor of Science degree is conferred by the College of Liberal Arts. However, faculty and staff in the Department of Economics in the College of Business handle all student advising and administrative matters. The business education teacher certification program is offered in cooperation with the Bower-Suhrheinrich College of Education and Human Services for students who desire to teach secondary school business subjects. The major in computer science is not a business program but is administered by the College of Business, which confers this Bachelor of Science degree. A concentration in International Trade and Business includes a language major in French, German, or Spanish with the Business Core and an internship in an international business or organization is required.

The College of Business also offers an Associate of Science degree in business and minors in accounting, computer science, business administration, computer information systems, economics, entrepreneurship, finance, management, and marketing. The business administration minor is restricted to non-business majors. Business and other majors may take minors in computer science or economics. Post-baccalaureate certificates in professional accountancy and computer information systems are offered.

The College of Business undergraduate academic programs are designed to assist students in understanding and developing leadership qualities required by an environment where workforce and market diversity, innovation through technology, ethical behavior, and understanding global issues have become increasingly important. Each program provides the student with the background to participate effectively in business and other organizations which require a high degree of leadership, communication, and decision-making skills. The programs also provide the undergraduate education required for admission to graduate study in professional fields such as business, economics, law, public administration, urban planning, hospital administration, and business teacher education.

The undergraduate business programs offered by the College of Business include four interrelated phases of course work:

- University Core Curriculum requirements designed to provide learning which should be the common experience of all educated men and women and which builds communication and critical thinking skills necessary for success;
- Business Core requirements to provide an understanding of all business disciplines in the context of the society in which businesses operate;
- business major requirements which provide for a degree of specialization in the student's area of interest; and
- elective courses chosen from either business or other academic areas to broaden the student's perspective and educational background. Business and economics courses are open to all students in the University who have the required prerequisites. However, students who are not business majors are limited to no more than 31 hours of business courses, excluding economics.

The economics major establishes a core of knowledge in intermediate economic theory and statistics. The student then may specialize by selecting course work in such areas as environmental and resource economics, money and banking, international trade and finance, labor economics, public economics, the economics of sports, or games and strategic behavior.

The computer science program will prepare graduates for computer software development, software engineering, software development management, system development, and computer entrepreneurial positions in businesses and scientific organizations. It also will prepare students for graduate study in computer science. Graduates of the program will develop an understanding of algorithms, data structures, artificial intelligence, computer organization and architecture, numerical computation, operating systems, networking, programming language theory, and software engineering. Since the program is offered by the College of Business, unique opportunities for business management, marketing, accounting, and management information systems electives are offered.

COLLEGE OF BUSINESS ADVISEMENT AND GRADUATION REQUIREMENTS

Meeting graduation requirements is each student's responsibility. Each student who is a candidate for a degree must meet the general requirements of the University (see General Requirements for Graduation). In addition, students pursuing a major or minor offered by the College of Business must fulfill the specific program requirements as stated in the following sections.

Upon entry into a business, economics, or computer science major program, each student is assigned to a faculty advisor who approves the student's proposed program of courses each semester. Assigned faculty advisors are changed when a student changes the major program of study. Other advisory changes may be made with consent of the student, the faculty advisor, and the dean of the College of Business.

The College of Business major and minor program requirements are revised periodically. The revised requirements are published on updated Business Program check sheets available from the College of Business office. Students may choose to meet all of the stated requirements of a later revised program in effect at the date of graduation.

Students who change their major program of study to another major within the college must meet all the requirements of the new major. The dean of the College of Business must approve petitions for permission for exceptions to any program requirement. After entry into a College of Business major or minor program, courses for transfer of credits may be taken at other institutions or campuses only upon prior approval of the dean.

TRANSFER-CREDIT POLICY

Courses in advanced business and economics subjects not open to freshmen and sophomores, which have been taken in other institutions in the freshman and sophomore years, will not be accepted as equivalents of the courses offered at the University unless the student passes the College of Business special examinations in such subjects. Credit from non-collegiate organizations is not acceptable for application to meet business or economics course requirements of the College of Business programs. In some cases, the experience from these programs may provide the basis for applying for a special credit examination (see Credit Examinations).

BUSINESS DEGREE REQUIREMENTS

All bachelor candidates must successfully complete a minimum total of 124 credit hours. A minimum of 50 percent (62 hours) must be taken in courses offered outside the College of Business; however, ECON 208, ECON 209, and ECON 241 are applied toward meeting this 62-hour minimum requirement.

All students majoring in accounting and professional services, business administration, computer information systems, finance, management, marketing, and business education enroll in from 55 to 62 hours of business courses which are divided into three segments:

- 31 credit hours in core requirements taken by all business majors,
- major field requirements totaling 24 to 33 hours, and
- elective courses.

Business majors wishing to complete a second major must complete a minimum of 12 additional hours in the second major. A business major wishing to complete a second baccalaureate degree must complete a minimum of 30 semester hours in addition to those required for their first degree and must fulfill all requirements for the second degree. Transfer students must complete at least one-half of business course work required for graduation in residence.

Business students must achieve a grade point average of at least 2.2 in the first 62 hours of course work to enroll in upper division business courses. Business students must achieve a grade point average of at least 2.0 in all required business course work to be eligible for graduation.

UNIVERSITY CORE CURRICULUM REQUIREMENTS

50 credit hours

All majors must complete a minimum of 50 credit hours in the University Core Curriculum.

Required University Core Curriculum Courses Hours

Composition/Speech	
English 101 3	
English 201 3	
CMST 101 3	
Mathematics	3-4
Mathematics 111 or higher-level math course	
Individual Development and Social Behavior	6
Economics 208 and 209	
Global Communities	3
Economics 241	
Synthesis	3
Management 452	
CS 483 (CS Major requirement)	
Ethics	3
Arts	3
Health and Fitness	2
History	3
Science	8-9
Western Culture	6

Critical thinking and information processing are overall goals, which pervade the entire UCC. (For specific courses to satisfy these requirements, refer to the University Core Curriculum.)

College of Business majors must complete specific courses in mathematics, social behavior, global communities, and synthesis to provide the necessary background in analytical tools and behavioral sciences upon which the advanced study of management is based.

The following courses should be completed during the freshman and sophomore years:

MATH 215	Survey of Calculus	3
ECON 208	Microeconomics	3
ECON 209	Macroeconomics	3
ECON 241	Global Economic Issues	3
PSY 201	General Psychology	3

Psychology 201 is not required of majors in business teacher education. These courses also satisfy University Core requirements.

CORE REQUIREMENTS FOR ALL BUSINESS MAJORS

31 credit hours

The following required core courses provide breadth in a college education for business and a foundation for specialization in a major:

CIS 151	Computer Applications in Business	3 (1)
	or	
CIS 261	Advanced Microcomputer Applications	3 (2)
ACCT 201	Accounting Principles I	3
ACCT 202	Accounting Principles II	3
BCOM 231	Business Communications	3
BLAW 263	Legal Environment of Business	3
ECON 265	Elementary Statistics	3
FIN 305	Business Finance	3
MNGT 305	Principles of Management	3
MKTG 305	Principles of Marketing	3

BCOM 401	Business Career Planning and Professional Development	1
MNGT 452	Policy Formulation and Implementation	3
(MNGT 452 satisfies the University Core requirement for synthesis.)		
Core Total		31

- (1) Required of marketing majors
 (2) Required of accounting and professional services, business administration, business education, computer information systems, finance, and management majors

Business Major Requirements

24-33 credit hours

Specific upper-division course requirements for the various business major programs are listed in the following sections. These upper-level major course requirements should be completed during the junior and senior years.

ACCOUNTING AND PROFESSIONAL SERVICES

Career opportunities in accounting include public accounting (certified public accounting firm), industry (industrial and commercial enterprise), not-for-profit organizations, government, and after graduate education, college or university faculties.

Accountants in public practice provide audit, tax, or management advisory services. Success in passing the Certified Public Accountant (CPA) examination is necessary for advancement in public accounting. A variety of services are performed by public accountants including:

- auditing (attesting to the fairness of financial statements),
- computer consulting,
- tax return preparation,
- tax and financial planning, and
- carrying out financial investigations in cases of fraud, insolvency, or disputes.

Accountants in industry make up a substantial portion of the profession. They record, analyze, and report information used by managers to make financial and managerial decisions for businesses such as manufacturers, retailers, service companies, and financial institutions. Governmental and not-for-profit accounting, a growth accounting field, includes positions with federal, state, and local governments, hospitals, universities, and charitable organizations. Government agencies employ a large number of accountants, some of whom audit records of private businesses, not-for-profit organizations, or individuals subject to government regulation. Accountants in industry may also be certified as Certified Management Accountants (CMA).

Accounting graduates often continue their formal education by pursuing advanced technical or professional degrees such as a master's degree in accountancy, a master's degree in business administration, or a law degree. A doctorate in accounting usually leads to a university faculty career.

CPA candidates must earn a minimum of 150 credit hours of college/university course work to sit for the CPA exam in Indiana. Graduates with an undergraduate degree in a non-accounting field may satisfy the CPA exam requirement through the Post-Baccalaureate Certificate in Professional Accountancy (PBCPA) program at USI.

Those who wish to engage in public accounting practice in Indiana as certified public accountants should familiarize themselves with the rules and regulations issued by the Indiana Board of Accountancy (www.in.gov/pla/accountancy.htm). Students planning to practice outside of Indiana should consult the CPA board of the appropriate state.

Major

59 credit hours (28 hours accounting and business plus 31 hours of Business Core)

Required Courses Hours

ACCT 203	Introductory Accounting Lab	1
ACCT 303	Intermediate Accounting	3
ACCT 304	Intermediate Accounting II	3
ACCT 311	Intro. to Federal Income Taxation	3
ACCT 315	Cost Accounting I	3
ACCT 413	Accounting Information Systems	3
ACCT 415	Auditing Theory and Practice	3
Total		19

Accounting Major Tracks (Choose one 12-hour track)

Financial Accounting Track

ACCT 401	Advanced Accounting	3
ACCT 411	Advanced Federal Taxation	3
ACCT 422	Financial Reporting and Analysis	3
BLAW 363	Law for the Entrepreneur	3

Managerial Accounting Track

FIN 461	Financial Management	3
DSCI 445	Production and Operations Management	3
ACCT 401	Advanced Accounting	3
ACCT 416	Advanced Cost Accounting	3

Financial Management Track

ACCT 401	Advanced Accounting	3
FIN/ECON 361	Financial Institutions	3
FIN 433	Principles of Investments	3
FIN 461	Financial Management	3

Information Systems Track

CIS 367	Data Communications	3
CIS 375	Systems Analysis and Design	3
CIS 377	Database Concepts	3
CIS 454	Managing Information Technology	3
Total		31

Electives: 12 hours. At least six hours of electives must be in non-business courses.

BUSINESS ADMINISTRATION

The business administration major is designed to prepare students for careers in business management. The major provides broad coverage of the technical, interpersonal, conceptual, and analytical skills necessary to specialize in a particular area of interest such as entrepreneurship/ small business, international business, or general business.

The USI undergraduate program is designed to prepare students for first-line supervisory positions in profit or not-for-profit organizations, private sector, or public sector. Graduates typically will take positions in financial management, marketing management, operations management, or general management. The business world is constantly changing; the business program prepares students with the knowledge and skills necessary to succeed in the face of this challenge.

Major

55 credit hours (24 hours in major plus 31 hours in Business Core)

Required Courses	Hours
CIS 305 Management Information Systems	3
DSCI 351 Introduction to Operations Research	3
DSCI 445 Operations Management	3
Business Area of Interest Courses (See Business Areas of Interest below)	15
Total	24

Electives: 13-16 hours. At least six hours must be in non-business courses.

Business Areas of Interest

A minimum of 12 credit hours of work must be taken in 300- or 400-level business or economics courses in one of the following areas of interest:

Entrepreneurship/Small Business

FIN 335	Entrepreneurial Finance
BLAW 363	Law for the Entrepreneur
MNGT 354	Small Business and Entrepreneurship
MNGT 455	Small Business Consulting
Directed Elective	

International Business

ECON 341	International Trade
FIN 343	International Finance
MNGT 445	International Business
MKTG 471	International Marketing
Directed Elective	

General Business

Choose from the following list of disciplines, six hours from each of two disciplines and three hours from a third discipline: accounting, computer information systems, economics, finance, management and marketing.
(All courses must be 300-level or higher.)

BUSINESS EDUCATION TEACHER CERTIFICATION

Students desiring to prepare for a career in teaching business subjects in grades 5–12 may complete a business education major program offered by the College of Business in cooperation with the Bower-Suhrheinrich College of Education and Human Services. The business education major is accredited by the Indiana Professional Standards Board and the National Council for the Accreditation of Teacher Education, www.ncate.org. As a business teacher educator, graduates will be able to teach the following subjects:

- Accounting I and II
- Advanced Business, College Credit
- Business and Management Higher Level, International Baccalaureate
- Business and Management Standard Level, International Baccalaureate
- Business and Personal Law
- Business, College Prep
- Business Foundations
- Business Management
- Business Mathematics
- Computer Applications
- Computer Applications Advanced
- Computer Programming
- Computer Science A. Advanced Placement
- Computer Science Higher Level, International Baccalaureate
- Computer Science Standard Level, International Baccalaureate
- Desktop Publishing
- Digital Communications Tools
- Entrepreneurship
- Global Economics
- International Business
- Keyboarding Document
- Marketing I
- Personal Financial Responsibility
- Technical/Business Communications
- Web Design

In addition to completion of the course requirements for the business teacher concentration, all students must

- comply with the procedures and regulations of the Bower-Suhrheinrich College of Education and Human Services related to admission;
- take and pass all three sections of the PRAXIS I as either a freshman or first-semester sophomore;
- complete 55 credit hours by the end of their sophomore year or the first semester of their junior year;
- have a grade point average (GPA) of 2.75 overall and a GPA of 2.75 within the College of Business;
- Pass the PRAXIS II – Business Education (10100) test during the senior year; and
- participate in student teaching. (See the Bower-Suhrheinrich College of Education and Human Services section of the bulletin for further information.)

University Core Requirements for All Business Education Majors
50 credit hours

All students must complete a minimum of 50 credit hours in the University Core Curriculum program. Students enrolled in the business education certification program must work closely with the assigned faculty advisor when selecting required courses to ensure meeting admission requirements of the Bower-Suhrheinrich College of Education and Human Services.

Professional Education Courses Required for All Business Education Majors

24 credit hours which includes student teaching hours

See the Bower-Suhrheinrich College of Education and Human Services section of the Bulletin for listing of required professional education courses.

NOTE: Administrative Systems/Business Education (ASBE) 397, Methods of Teaching Business Education, three hours, and ASBE 393, Methods of Teaching Computer Courses, three hours, must be completed; these courses are offered every other semester. Students must consult with the coordinator of the Business Education Program in order to determine when they must take these courses.

Business Education Major Concentration Requirements
15 credit hours (plus 31 hours in Business Core)

CIS 151	Computer Applications in Business	
FIN 208	Personal Financial Management	
ASBE 291	Desktop Publishing /Webpage Design	
ASBE 393	Methods of Teaching Computer Courses	
ASBE 397	Methods of Teaching Business Courses	

*See Business Education Advisor

VOCATIONAL BUSINESS EDUCATION

(Career/Technical Education) Endorsement - six hours
The candidate for the vocational business education (CTE) endorsement must hold the business education license and complete the following course work.

ASBE 571	Principles and Philosophy of Vocational Education	3
ASBE 591	Coordinating and Developing Co-op Education Programs	3

Coverage: The holder of the vocational business endorsement is eligible to teach state-approved vocational subjects in business education, organize and manage an intensive office laboratory and/or in-school business laboratory, coordinate a cooperative program with students from all office occupational areas, and coordinate an interdisciplinary cooperative education program. In order to qualify for the vocational endorsement the student must adhere to the following rules set by the Indiana Department of Education, see Section C – Workplace Specialists I: Initial at the following web site: www.doe.in.gov/educatorlicensing/pdf/WS_Reqs.pdf.

COMPUTER INFORMATION SYSTEMS

The computer information systems (CIS) major is designed to prepare individuals to develop and support information systems using computers in a business or organizational environment. The Association for Information Technology Professionals (AITP) model curriculum is used as the primary curriculum guide for this program.

The primary objective of the computer information systems major is to provide graduates with knowledge, abilities, and attitudes to function effectively as applications programmer/analysts, and with the educational background and desire to pursue lifelong professional development.

Major

61 credit hours (33 hours of computer information systems and computer science plus 31 hours of Business Core)

Required Courses		33
CIS 111	Introduction to Computer Information Systems	3
Programming Language Requirement		6
CS 201 and CS 301 (Java) or CS 259 and CS 359 (C#) or CS 288 and 388 (Visual Basic)		
CIS 305	Management Information Systems	3
CIS 361	Using VBA	3
CIS 367	Data Communications	3
CIS 375	Systems Analysis and Design	3
CIS 377	Database Concepts	3
CIS 454	Managing Information Technology	3
CIS 476	Web Development	3
CIS 477	Applied Software Development	3

Electives, seven hours. At least six hours of electives must be in non-business courses.

FINANCE

Finance is the study of wealth creation and money management. Topics include fund raising, resource allocation, liquidity concerns, and risk assessment. Finance majors are furnished with a curriculum that provides a solid understanding of financial markets and institutions. They also are schooled in quantitative techniques and decision-making skills. Graduates with a major in finance will be equipped to solve a wide range of financial problems and possess the ability to understand and evaluate financial matters.

The finance major is designed to prepare graduates for careers in a variety of financial fields including banking, consumer finance, insurance, investments, and real estate.

Major

55 credit hours (24 hours of major courses and 31 hours of Business Core)

Required Courses		12
FIN 343	International Finance	3
FIN 361	Financial Institutions or	
ECON 361	Money and Banking	3
FIN 433	Principles of Investments	3
FIN 461	Financial Management	3

Elective Courses (12 hours, six hours of which must be FIN courses, to be selected in consultation with advisor)

FIN 335	Entrepreneurial Finance	3
FIN 341	Risk and Insurance	3
FIN 345	Real Estate Principles	3
FIN 481	Seminar in Finance	3
MKTG 313	Services Marketing	3
MKTG 344	Personal Selling	3
ACCT 303	Intermediate Accounting	3
ACCT 311	Introduction to Federal Income Taxation	3
ECON 308	Intermediate Microeconomic Theory	3
ECON 309	Intermediate Macroeconomic Theory	3
ECON 331	Public Economics	3
ECON 365	Intermediate Statistics	3
CIS 305	Management Information Systems	3
DSCI 351	Introduction to Operations Research	3

Electives, 16 hours. At least six hours must be in non-business courses.

MANAGEMENT

The management major is designed to prepare students for careers as managers in for-profit or not-for-profit organizations, private sector, or public sector. Managers set the goals of their organizations and decide how best to achieve them. They direct activities and allocate financial, physical, and information resources. They lead members of the organization to work together, and they monitor progress toward achieving the organization's goals. The management major provides broad coverage of the technical, interpersonal, conceptual, and analytical skills necessary to specialize in a particular concentration such as human resource management or change/innovation management.

Major

55 credit hours (24 hours of major courses and 31 hours of business core)

Required Courses		15
CIS 305	Management Information Systems	3
MNGT 315	Management of Organizational Behavior	3
DSCI 351	Introduction to Operations Research	3
MNGT 361	Business Environmental Factors	3
MNGT 443	Organizational Theory and Design	3

Concentrations (nine hours) selected from one of the following:

Human Resource Management

MNGT 341	Human Resource Management	3
MNGT 408	Collective Bargaining and Industrial Relations	3
MNGT 441	Wage and Salary Administration	3

Innovation Management

MNGT 352	Entrepreneurship Ideation and Innovation	3
MNGT 353	Entrepreneurship Feasibility Analysis	3
MNGT 354	Small Business and Entrepreneurship	3

General Management

Nine hours of any 300/400 level management courses plus CIS 454 and DSCI 445

Electives: 16 hours. At least six hours must be in non-business courses.

MARKETING

The marketing major is designed to provide students with sufficient knowledge and skills to work in a variety of areas. Employment opportunities for marketing majors include, but are not limited to, product and brand management, market development, sales, retailing, customer service, and market research.

Major

55 credit hours (24 hours of major courses and 31 hours of Business Core)

Required Courses		12
MKTG 332	Consumer Behavior	3
MKTG 438	Marketing Research	3
MKTG 448	Marketing Management	3
MKTG 471	International Marketing	3

Elective Courses (12 hours)

MKTG 313	Services Marketing	3
MKTG 334	Promotional Strategy	3
MKTG 342	Business and Industrial Marketing	3
MKTG 344	Professional Selling and Sales Management	3
MKTG 355	Interactive Marketing	3
MKTG 443	Marketing of Leisure and Tourism	3
MKTG 444	Sales Management	3
MKTG 447	Retailing Policy and Management	3
MKTG 475	Seminar in Contemporary Marketing Problems	3

Electives: 16 hours. At least six hours must be in non-business courses.

Non-business majors: Economics and computer science are offered in the College of Business but are not business majors. Students enrolled in these programs do not take the Business Core.

ECONOMICS

The study of economics prepares students to use the tools of analytical reasoning in the discussion of the basic problems of modern societies. Issues such as business cycles, affluence, poverty, inflation, unemployment, efficiency, equity, and growth, are presented and discussed within the framework of existing institutions of the advanced and underdeveloped worlds. Major and minor programs in economics are designed to prepare students for careers in law, private business, and government and to provide a solid foundation for graduate work in business and the social sciences. The curriculum offers a balanced blending of analytical reasoning, critical discussion of current problems, and quantitative methods.

Students interested in economics may elect a major program leading to the Bachelor of Arts or Bachelor of Science degree or options combining teaching certification and a Bachelor of Science degree. Students majoring in economics receive their degrees from the College of Liberal Arts. The minor in economics is an excellent complement to a major in business, humanities, and the physical and social sciences. Students majoring in business need only three additional economics courses to get a minor in economics.

Economics majors must complete Mathematics 215, Survey of Calculus, or a higher-level mathematics course as a part of their University Core Curriculum requirements. However, they do not have to meet the Business Core requirements. MATH 111 must be successfully completed before enrolling in ECON 208 or ECON 209.

Major

39-40 credit hours

Required Courses		24-25
ECON 208	Principles of Microeconomics	3
ECON 209	Principles of Macroeconomics	3
ECON 265	Elementary Statistics	3
ECON 308	Intermediate Microeconomic Theory	3
ECON 309	Intermediate Macroeconomic Theory	3
ECON 433	Games and Strategic Behavior	3
ECON 499	Senior Seminar in Economics	3
MATH 230	Calculus I	4
	or	
MATH 215	Survey of Calculus	3

Electives: 15 hours of upper-level economics courses as directed by advisor.

COMPUTER SCIENCE

The computer science program will prepare graduates for computer software development, software engineering, software development management, system development, and computer entrepreneurial positions in businesses and scientific organizations. It also will prepare students for graduate study in computer science. Graduates of the program will develop an understanding of algorithms, data structures, artificial intelligence, computer organization and architecture, numerical computation, operating systems, networking, programming language theory, and software engineering. Since the program is offered by the College of Business, opportunities for business management, marketing, accounting, and management information systems electives are offered.

Major

67-68 credit hours

Core Courses Required of all CS Majors

CS 201	Introduction to Object-Oriented Programming Using Java	3
CS 215	Discrete Structures for Computer Science	3
MATH 215	Survey of Calculus or	3
MATH 230	Calculus I	4
BCOM 231	Business Communication	3
ENGR 241	Digital Logic	3

CS 301	Advanced Object-Oriented Programming Using Java	3
CS 311	Algorithm Design	3
CIS 305	Management Information Systems	3
CS 321	Architecture of Digital Computer	3
ENGR 347	Microcomputer Engineering	3
CS 365	Operating Systems	3
CIS 367	Intro to Data Communication	3
CIS 375	Systems Analysis and Design	3
CIS 377	Data Base Systems	3
CS 379	Programming Languages	3
BCOM 401	Business Career Plan and Prof. Development	1
CS 411	Network Management and Security	3
CS 461	Artificial Intelligence	3
CS 478	Software Development	3
CS 483	Senior Software Development Project	3
(CS 483 satisfies the University Core requirement for synthesis.)		

Computer Science Electives

CS Legacy Language	3
CS or CIS Electives	6

General Electives (nine hours) 39 hours of 300/400 level courses are required for graduation

COLLEGE OF BUSINESS MINORS

Academic minor programs may be completed in accounting, business administration (the business administration minor is available for non-business majors only), computer information systems, computer science, economics, entrepreneurship, finance, and marketing. College of Business majors who elect to complete minors will typically have to take more than the 124 hours required for a degree to complete requirements for a major and a minor. All prerequisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Minor – Accounting

22 credit hours

Courses required of the accounting minor:

ACCT 201	Accounting Principles I	3
ACCT 202	Accounting Principles II	3
ACCT 203	Financial Accounting Lab	1
ACCT 303	Intermediate Accounting	3
ACCT 311	Introduction to Federal Income Taxation	3
ACCT 315	Cost Accounting I	3
ACCT 415	Auditing Theory and Practice	3
BLAW 263	Legal Environment of Business	3

Minor – Business Administration

For non-College of Business majors only

18 credit hours

Courses required of the business administration minor:

ACCT 201	Accounting Principles I	3
ACCT 202	Accounting Principles II	3
BLAW 263	Legal Environment of Business	3
FIN 201	Fundamentals of Finance	3
MNGT 201	Survey of Management	3
MKTG 201	Introduction to Marketing	3

Minor – Computer Information Systems

18 credit hours

Courses required of the computer information systems minor:

CIS 111	Introduction to Computer Information Systems	3
CIS 261	Advanced Microcomputer Applications	3
CIS 305	Management Information Systems	3
CIS 375	Systems Analysis and Design	3
Programming Language Requirement:		
CS 201 and CS 301 (Java) or CS 259 and CS 359 (C#) or CS 288 and 388 (Visual Basic)		6

Minor – Entrepreneurship for business majors

18 Credit hours

Courses required of the entrepreneurship minor for business majors:

MNGT 352	Entrepreneurship Ideation and Innovation	3
MNGT 353	Entrepreneurship Feasibility Analysis	3
MNGT 354	Small Business and Entrepreneurship	3
MNGT 455	Small Business Consulting	3
Two directed electives determined by student's major advisor		6

Minor – Entrepreneurship for non-business majors

18 Credit hours

Courses required of the entrepreneurship minor for non-business majors:

MNGT 352	Entrepreneurship Ideation and Innovation	3
MNGT 353	Entrepreneurship Feasibility Analysis	3
MNGT 354	Small Business and Entrepreneurship	3

Three directed electives determined by student's major advisor 9

Minor – Finance

18 credit hours

Courses required of the finance minor:

FIN 305	Business Finance	3
FIN 361	Financial Institutions or	
ECON 361	Money and Banking	3
FIN 433	Principles of Investment	3

Three additional courses (at least three hours must be a Finance course) chosen from:

FIN 335	Entrepreneurial Finance	3
FIN 341	Risk and Insurance	3
FIN 343	International Finance	3
FIN 345	Real Estate Principles	3
FIN 461	Financial Management	3
FIN 481	Seminar in Finance	3
ECON 308	Intermediate Micro Theory	3
ECON 309	Intermediate Macro Theory	3
ECON 331	Public Economics,	3
ECON 365	Intermediate Statistics	3
ECON 472	Econometrics	3
MKTG 313	Services Marketing	3
DSCI 351	Introduction to Operations Research	3
ACCT 303	Intermediate Accounting	3
ACCT 311	Introduction to Federal Income Tax	3

Minor – Management

18 credit hours

Courses required of the management minor:

ECON 175	Fundamentals of Economics (or ECON 208 or 209)	3
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MNGT 201	Introduction to Management (or MNGT 305)	3
MKTG 201	Introduction to Marketing (or MKTG 305)	3

Three additional courses must be chosen from:

MNGT 315	Management of Organizational Behavior	3
MNGT 341	Human Resource Management	3
MNGT 354	Small Business and Entrepreneurship	3
MNGT 361	Business Environmental Factors	3
MNGT 408	Collective Bargaining and Industrial Relations	3
MNGT 441	Wage and Salary Administration	3
MNGT 443	Organization Theory and Design	3
MNGT 444	Managing Diversity in Organizations	3
MNGT 445	International Business	3
MNGT 455	Small Business Consulting	3

Minor – Marketing

18 credit hours

Courses required of the marketing minor:

ECON 175	Fundamentals of Economics (or ECON 208 or ECON 209)	3
MKTG 201	Introduction to Marketing (or MKTG 305)	3
MNGT 201	Survey of Management (or MNGT 305)	3

Three additional courses must be chosen from:

MKTG 313	Services Marketing	3
MKTG 332	Consumer Behavior	3
MKTG 334	Promotional Strategy	3
MKTG 342	Business and Industrial Marketing	3
MKTG 344	Professional Selling and Sales Management	3
MKTG 355	Interactive Marketing	3
MKTG 443	Marketing of Leisure and Tourism	3
MKTG 447	Retailing Policy and Management	3
MKTG 471	International Marketing or	
MKTG 475	Seminar in Contemporary Marketing Problems	3

Minor –Computer Science

18 credit hours

The minor in computer science is designed to complement majors in science, mathematics, and technology areas but is open to majors in any area. Courses in computer science do not satisfy University Core Curriculum requirements.

Required courses:

CS 201	Introduction to Object-Oriented Programming Using Java	3
CS 215	Discrete Structures for Computer Science	3
CS 301	Advanced Object-Oriented Programming Using Java	3
CS 379	Programming Languages	3

Elective courses (choose six hours from the following):

Any CS 300- or 400-level course or any of:		
MATH 437	Numerical Methods	3
CIS 375	Systems Analysis and Design	3
CIS 377	Introduction to Database Concepts	3
CIS 476	Web Development	3
ENGR 241	Digital Logic	3
ENGR 347	Microcomputer Engineering	3

Minor – Economics

18 credit hours

The minor in economics is designed to help students develop a basic understanding of economic skills and knowledge. The minor in economics is intended to complement major in business and the liberal arts but is open to majors in any area.

Required courses:

ECON 208	Principles of Microeconomics	3
ECON 209	Principles of Macroeconomics	3
ECON 265	Elementary Statistics	3
ECON 308	Intermediate Microeconomic Theory	3
ECON 361	Money and Banking	3

Elective courses: Choice of six hours of any 300/400 level economics courses.

CIS 151	Computer Applications in Business	3
ECON 208	Microeconomics	3
ECON 209	Macroeconomics	3

Required electives

Nine hours must be chosen from the following:

CIS 261	Advanced Microcomputer Applications	3
*MNGT 141	Introduction to Business	3
ECON 265	Business Statistics (or MATH 241)	3
CIS 111	Introduction to Computer Information Systems	3
FIN 201	Fundamentals of Finance or	
**FIN 305	Business Finance	3
FIN 208	Personal Finance	3
ECON 241	Global Economic Issues	3
MNGT 201	Survey of Management or	
**MNGT 305	Principles of Management	3
MKTG 201	Introduction to Marketing or	
**MKTG 305	Principles of Marketing	3

ASSOCIATE DEGREE PROGRAMS IN BUSINESS

The College of Business offers one associate degree program providing an opportunity for students to prepare themselves for productive employment in business occupations while requiring less preparation and time than a traditional bachelor's degree program. The Associate of Science degree in business may be completed in approximately one half the time required for achievement of a bachelor's degree.

Classes are available during both day and evening hours. Some of the credits earned in an associate degree program may be applied toward meeting bachelor's degree requirements in other programs offered by the College of Business.

Associate of Science in Business

64 credit hours

The Associate of Science degree program in business is an opportunity to gain an understanding of the functions of business as well as introductory courses in specific occupational areas in the following disciplines: accounting, administrative systems, business administration, data processing, finance, management, marketing, and administrative support systems. Course requirements are flexible enough to allow the design of a program of study tailored to fit the needs or job interests of each individual.

Required University Core Curriculum Courses

28 credit hours

English 101	3
English 201	3
CMST 101	3
Ethics or western culture electives	6
Arts or history elective	3
Mathematics 111	4
Science elective	3
Psychology 201	3

Required Business and Economics Courses

21 credit hours

ACCT 201	Accounting Principles I	3
ACCT 202	Accounting Principles II	3
BCOM 231	Business Communications (or English 210)	3
BLAW 263	Legal Environment of Business	3

Electives: Six additional hours to meet minimum 64-hour associate degree requirement; selected by student in consultation with assigned faculty advisor.

*MNGT 141 is not open to students who have completed or are currently enrolled in three or more courses from the business and economics areas.

** Students must meet the prerequisites for these courses.

POST-BACCALAUREATE CERTIFICATE IN PROFESSIONAL ACCOUNTANCY

49 credit hours

This program is designed for individuals who have earned a baccalaureate degree in a discipline other than accounting and who are seeking functional competency in the accounting field. The program is specifically related to the professional accounting area and should not, therefore, be considered as equivalent to the comprehensive business degree programs offered by USI. In combination with a previously earned baccalaureate degree, this program meets the academic eligibility criteria for admission to take the Indiana Certified Public Accounting examination.

The University of Southern Indiana has attained a reputation for excellence in accounting; its accounting graduates have achieved a competitive rate of success in passing the CPA examination. Local and national accounting firms, private industry, and governmental agencies recruit USI accounting graduates. The Certificate in Professional Accountancy program is a logical extension of that area of strength for individuals seeking a career transition into the field of accounting.

Admission Requirements - Candidates must apply to the University and gain regular admission as a special student and be accepted as a candidate for the Certificate Program by the College of Business Accounting Department.

Program Requirements - Certification candidates must fulfill the following specific requirements:

- Forty-nine credit hours in business courses with a minimum of 24 credit hours in accounting courses plus 24 credit hours in business courses other than accounting courses. (Previously earned courses may be applied; however, not less than 24 credit hours must be completed in residence at USI.)
- Certificate students must maintain a minimum 3.0 GPA in USI courses; a course grade below C is not applicable toward meeting certification requirements.
- Under direction of an assigned program advisor, candidates will complete an individually approved curriculum based on the following outline:

ACCT 201, 202	Principles of Accounting	6
ACCT 203	Financial Accounting Laboratory	1
ACCT 303	Intermediate Accounting I	3
ACCT 304	Intermediate Accounting II	3
ACCT 311	Intro. to Federal Income Taxation	3
ACCT 315	Cost Accounting I	3
ACCT 401	Advanced Accounting	3
ACCT 415	Auditing Theory and Practice	3
	Business (non-accounting) Electives	24
Total		49

- Upon completion of the preceding program requirements, the candidate should apply for the certificate at the College of Business office.
- Individuals who meet requirements of the State Board of Public Accountancy of Indiana are eligible to sit for the Uniform CPA Examination of Indiana. Those who wish to engage in public accounting should familiarize themselves with the rules and regulations issued by the Indiana Board of Accountancy (www.in.gov/pla/accountancy.htm). Students planning to practice outside of Indiana should consult the CPA board of the appropriate state.

POST-BACCALAUREATE CERTIFICATION IN COMPUTER INFORMATION SYSTEMS

The post-baccalaureate certification program in computer information systems will enable persons with a degree in another academic discipline to achieve a working competency in computer information systems. The program is appropriate for students who wish to gain a conceptual knowledge of information systems and the skills needed to become a programmer, systems analyst, or information manager. Successful achievement of the course work in the program will prepare students to sit for the Certified Computer Professional Examination sponsored by the Institute for the Certification of Computer Professionals. Certificate students must maintain a minimum 3.0 grade point average in USI courses.

CIS 261	Advanced Microcomputer Applications	3
Programming Language Requirement		6
CS 201 and CS 301 (Java) OR		
CS 259 and CS 359 (C#) OR		
CS 288 and 388 (Visual Basic)		
CIS 305	Management Information Systems	3
CIS 367	Data Communications	3
CIS 375	Systems Analysis and Design	3
CIS 377	Database Concepts	3

CIS 454	Managing Information Technology	3
CIS 476	Web Development	3
CIS 477	Applied Software Development	3
Total Hours Required for Certification		30

Course Descriptions

Accounting (ACCT prefix)

201 Accounting Principles I (3) *Business Core requirement for all business majors.* A study of the principles of financial accounting and reporting as they relate to today's business environment. Both the procedures used and the concepts upon which they are based will be studied. Prereq: CIS 151 or CIS 261, MATH 111, and must have completed at least 24 credit hours.

202 Accounting Principles II (3) *Business Core requirement for all business majors.* A study of managerial accounting information as it is used by managers in various types of business organizations. The emphasis is on the development, interpretation, and application of managerial accounting for planning activities, controlling operations, and making decisions. Prereq: ACCT 201.

203 Financial Accounting Laboratory (1) *Required for all accounting majors.* An introductory study of financial accounting, taught from a preparer perspective using computerized accounting software. May be taken concurrently with ACCT 201 or ACCT 202.

303 Intermediate Accounting I (3) *Required for all accounting majors.* An intensive study and application of Generally Accepted Accounting Principles (GAAP) for asset valuation, income measurement, and financial statement presentation for business organizations, including the processes through which GAAP has evolved. The emphasis in this course is on the basic financial statements and related footnotes, the time value of money, the valuation and presentation of assets, current liabilities, and related income statement accounts, and other special accounting topics. Prereq: ACCT 201, ACCT 202, and ACCT 203.

304 Intermediate Accounting II (3) *Required for all accounting majors.* A continuation of the intensive study and application of GAAP begun in ACCT 303. The emphasis in this course is on the valuation and presentation of long-term liabilities, stockholders equity, revenue, and related income statement accounts, footnote disclosures required by GAAP, and other special accounting topics. Prereq: ACCT 303.

311 Introduction to Federal Income Taxation (3) *Required for all accounting majors.* An introduction to federal tax theory and practice as applied to business entities. The emphasis is on the examination of the role of taxation in society (legal, social, economic), procedural rules and their application, and tax planning techniques. Prereq: ACCT 202, ACCT 203 and junior standing.

315 Cost Accounting (3) *Required for all accounting majors.* The theory and practice of cost accounting with emphasis on its use for planning and control. It builds on the concepts of budgeting, standards, and profitability analysis introduced in ACCT 202. Prereq ACCT 202 and ACCT 203.

390 Individual Taxation Practicum (3) This course provides students with the opportunity to serve the local community by preparing federal and state individual tax returns for low-income taxpayers, nonresident taxpayers, and other students. Students will gain hands-on experience in the operation of a Volunteer Income Tax Assistant site. Upon successful completion of the course, students will be able to use tax preparation software, interview clients, research tax issues, and

perform quality reviews of prepared income tax returns. This course is repeatable for up to six hours of credit. Expanded responsibilities including some training and supervision of other students, will be expected of students who repeat the course. Prereq: ACCT 311 or consent of instructor.

401 Advanced Accounting (3) An intensive study of the theory and application of Generally Accepted Accounting Principles (GAAP) for specific advanced financial accounting entities, problems, and issues. Areas of emphasis include consolidated financial statements, accounting for investments in non-consolidated entities, segment and interim reporting, international accounting and reporting issues, not-for-profit accounting (including governmental accounting), and other special accounting problems and topics. Prereq: ACCT 304.

411 Advanced Federal Taxation (3) A study of federal income tax as it relates to business entities, transfer taxes, and wealth planning. A review of Internal Revenue Code provisions and regulations will be made on topics relevant to tax professionals. This course builds on information learned in ACCT 311. Prereq: ACCT 311.

413 Accounting Information Systems (3) *Required for all accounting majors.* A study of organizations, their activities and processes, and the information needs of organizational stakeholders. The course emphasizes accounting data flows, the tools of designing accounting information systems, the use of computer technology in processing accounting transactions, and knowledge of internal control structures in effective accounting information systems. Prereq: ACCT 303 and senior standing or consent of instructor.

415 Auditing Theory and Practice (3) *Required for all accounting majors.* An overview of auditing as it is practiced in the USA. Emphasis is placed on understanding the functions of an audit, the ethical and professional standards that apply to auditors, legal liability issues, and the concepts of risk analysis, risk-based auditing, and statistical sampling. Prereq: ACCT 303 and senior standing.

416 Advanced Cost Accounting (3) This course builds on the information learned in ACCT 315. It addresses the theory and practice of cost accounting with emphasis on cost allocation, joint products, transfer pricing, segment performance evaluation, accounting decision models and managerial accounting problems. Prereq: ACCT 315.

422 Financial Report and Analysis (3) Provides an understanding of the regulatory environment in which financial reporting and auditing take place in the USA. The course examines changes in the auditing profession over the past 25 years that contributed to the ethical and professional lapses associated with a number of financial failures (Enron, WorldCom, etc.), ethical challenges facing CPAs, current controversial issues in financial reporting, and an introduction to fraud auditing and forensic accounting. Prereq: ACCT 415 may be taken concurrently with consent of instructor.

490 Individual Study in Accounting (1-3) Repeatable for up to three hours. Research and reading in the student's major area of interest. Prereq: permission of instructor and dean of College of Business.

499 Accounting Professional Practice (1-3) A cooperative work-study program designed to: (1) provide undergraduate accounting students realistic work experience to improve the depth of understanding of the nature of American and international business; (2) develop student maturity and confidence to determine in which areas of business they should seek their professional careers; and (3) create a work situation where advanced business courses are made more meaningful as a result of the perspective that comes from such a professional experience.

From one to three hours may be earned in an academic term, repeatable to a maximum of six credit hours applied as electives in a business bachelor's degree program. Grades assigned as Satisfactory or Unsatisfactory only. Prereq: Students must have completed or be enrolled in 63 credit hours of credit including the following courses: CIS 151, ACCT 201 and 202, ECON 265, ECON 208 and 209, ENG 201, and CMST 101. Students must have a minimum overall GPA of 2.75 and minimum GPA of 2.75 in all business courses. Consent of the dean, Director of Professional Practice Program, and appropriate department chairperson is required.

Administrative Systems/Business Education (ASBE prefix)

291 Desktop Publishing and Web Design (3) Designed to acquaint students with the preparation and design of materials for desktop publishing and Web page, combining text processing with graphics. A hands-on instructional approach along with experience in processing and presentation graphics. Prereq: CIS 261.

393 Methods of Teaching Computer Courses (3) Objectives, planning, methods, materials, and devices for teaching computer applications. A hands-on approach to the use of the microcomputer in business education classes; use of business software; and analysis and design of programs for business education courses. Prereq: CIS 261.

397 Methods of Teaching Business Education (3) Emphasis on instructional methods and materials used in teaching business education subjects. Also includes class organization, equipment needs, standards, and evaluation. Prereq: EDUC 214, ACCT 201, ACCT 202, ECON 208, ECON 209, ECON 265 and junior standing.

Business Communications (BCOM prefix)

231 Business Communication (3) A detailed study of business communication. Includes analysis and practice in writing a variety of messages used to communicate in business and industry. Emphasizes the psycho-semantic aspects of effective organizational communication. Prereq: CMST 101, CIS 151, and ENG 201.

401 Business Career Planning and Professional Development (1) A lecture-discussion-practicum class emphasizing identification of goals and processes of professional development through career planning. Related job-market issues of concern to senior business students also are addressed. Prereq: BCOM 231 and senior standing.

Business Law (BLAW prefix)

263 Legal Environment of Business (3) *Business Core requirement for all business majors.* An introduction to the legal system within which business organizations operate, as well as ethical considerations and social and political influences that affect such organizations by changing the legal system. Prereq: sophomore standing.

363 Law for the Entrepreneur (3) This course provides an overview of the legal issues involved in starting and running a business. Students become limited owners of an actual on-going business, which they operate. Topics covered include, but are not limited to, legal matters in a commercial setting, as well as continued preparation for legal subjects covered in the CPA/CMA exams. Prereq: BLAW 263.

Computer Information Systems (CIS prefix)

CIS 111 Introduction to Computer Information Systems (3) An introduction and overview of the important role computer information systems play in modern businesses and organizations. In addition, the many aspects of computer information systems such as history, hardware, operating systems, applications software, networks, systems integration, programming logic, and digital thinking are discussed. This class will take advantage of laboratory assignments that will give students “hands-on” experience and thus allow them to become comfortable with the many topics discussed.

151 Computer Applications in Business (3) Survey of business computer applications emphasizing microcomputers and applications software packages to business. Included are applications with word processing, spreadsheets, presentation programs, file and database management systems, and other software packages used in business.

261 Advanced Microcomputer Applications (3) A continuation of the development of microcomputer applications and problem-solving skills. Provides a basic review of the Windows interface and file management features; explores advanced spreadsheet and database concepts; and provides an introduction to presentation software, the Internet, and integration across word processing, spreadsheet, and database applications. Prereq: CIS 151 or equivalent.

305 Management Information Systems (3) An introduction to management information systems. Fundamental concepts of information are explained and integrated into organizational structures. Basic system modeling tools and techniques are introduced. The importance of the computer and information are emphasized. The use of information as an organizational resource is studied. The strategic use of information technology in an organization to gain a competitive advantage will be emphasized throughout the course. Prereq: CIS 151, ACCT 201 and 202*, ECON 208 and 209*, and junior standing. (Courses marked * may be taken concurrently with CIS 305.)

361 Using VBA (3) An introduction to Visual Basic for Applications (VBA), which is the foundation for exploiting the full potential of applications such as Microsoft Word, Excel, and Access. Course topics will include techniques to automate repetitive tasks, principals of design that provide criteria for creating interfaces that effect correct results as well as stimulate user interest, interactive objects, and structured programming techniques. Prereq: CIS 261.

367 Data Communications (3) This course is designed to give the student a thorough understanding of the existing use of data communication networks as well as future developments in the area of telecommunications. The course topics will include the basic hardware needed for a functioning network, basic technical concepts of data communications, the various types of network configurations, and circuits. Also needed will be network design techniques, protocols, software, network architecture, local area networks, network management, and security and control issues related to networks. Prereq: CIS 305 or for accounting majors, ACCT 203 and junior standing.

375 Systems Analysis and Design (3) This course is an in-depth study of the business information system development life cycle, emphasizing the investigation, systems analysis, and logical design phases. Analysis and design techniques are presented which are used to develop computer-based systems. Analysis and design of a variety of business information systems are covered and CASE technology is introduced. Prereq: ACCT 201, CIS 305, junior standing. Accounting majors may substitute ACCT 203 for CIS 305. (A programming language is recommended.)

377 Introduction to Database Concepts (3) Introduction to database theory. Discussion of data structures, indexed and direct file organizations, models of data including hierarchical, network, and relational. Discussion of data analysis, design, implementation, and database administrator functions. Application of database, data definition languages, data manipulation languages, and/or data manipulation through a host language. Dual listing as CS 377. Prereq: a program language, e.g. Visual Basic, Java, C#, etc.

454 Managing Information Technology (3) An introduction to the financial, technical, and strategic information systems planning process. Emphasis is on the relationship of the information systems planning process to overall business goals, policies, plans, management style, and industry conditions. The selection of large system projects, assessment of a currently installed system, determining approaches to staffing, software, hardware, processing, and financing an information system are studied. Prereq: CIS 305.

476 Introduction to Web Development (3) An introduction to the business environment in the Internet Age will be explored. Information needs of the typical business will be examined, along with ways of providing this information through the use of the Internet. Selected Web development tools will be used to illustrate the necessary programming techniques to provide the desired results. Lab assignments will be used to master language and problem-solving skills. Prereq: Advanced Programming Language and CIS 377.

477 Applied Software Development Project (3) Application of computer programming and system development concepts, principles, and practices to a comprehensive system development project. A team approach is used to analyze, design, document, and implement realistic systems of moderate complexity. Use of project management methods, project scheduling and control techniques, formal presentations, and group dynamics in the solution of informal systems problems. Prereq: CIS 305, CIS 375, CIS 377, and an advanced programming language. Senior standing.

487 Special Topics in CIS (3) Analysis and study of special topics in computer information systems. Focus is on new developments in information management, hardware and software, ethical issues, and other selected topics. Prereq: CIS 305 and senior standing.

490 Individual Study in Computer Information Systems (1-3) Repeatable for up to three hours. Research and reading in the student's major area of interest. May be taken on an arranged basis upon approval of the College of Business dean and the instructor.

499 Computer Information Systems Professional Practice (3) A cooperative work-study program designed to: (1) provide undergraduate business students realistic work experience to improve the depth of understanding of the nature of American and international business; (2) develop student maturity and confidence to determine in which areas of business they should seek their professional careers; and (3) create a work situation where advanced business courses are made more meaningful as a result of the perspective that comes from such a professional experience. From one to three hours may be earned in an academic term, repeatable to a maximum of six credit hours applied as electives in a business bachelor's degree program. Grades assigned as Satisfactory or Unsatisfactory only. Prereq: students must have completed or be enrolled in 63 credit hours of credit including the following courses: CIS 151, ACCT 201 and 202, ECON 265, ECON 208 and 209, ENG 201, and SPCH 101. Students must have a minimum overall GPA of 2.75 and minimum GPA of 2.75 in all business courses. Consent of the dean, Director of Professional Practice Program, and appropriate department chairperson is required.

Computer Science (CS prefix)

201 Introduction to Object-Oriented Programming Using Java (3) Introduces the fundamental concepts of programming from an object-oriented perspective. Through the study of object design, this course introduces data abstraction, inheritance, overriding, programming flow of control, operator precedence, and simple data structures such as lists and arrays. This course also introduces the basics of human-computer interfaces, graphics, and the social implications of computing, along with significant coverage of software engineering.

CS 215 Discrete Structures for Computer Science (3) Offers an intensive introduction to discrete mathematics as it is used in Computer Science. Topics include functions, relations, sets, propositional and predicate logic, simple circuit logic, proof techniques, elementary combinators, and discrete probability.

CS 259 Introduction to Object-Oriented Programming Using C# (3) Introduction to C# with a focus on object-oriented programming techniques. In addition, the language syntax, data types, methods, functions, and procedures necessary to write C# programs will be covered. The language will be introduced using console examples and will migrate to Windows examples during the course of the semester. Laboratory exercises will be assigned that represent common business problems for which the language is best suited. Prereq: CIS 111.

288 Introduction to Object-Oriented Programming Using Visual Basic (3) An introduction to programming in the microcomputer environment. Online interactive techniques will be emphasized in the solution of common business problems. Visual Basic will be used to illustrate structured programming techniques. Lab assignments will be used to master syntax error correction as well as problem-solving skills. Prereq: CIS 111.

301 Advanced Object-Oriented Programming Using Java (3) Continues the introduction to object-oriented programming begun in CS 201, with an emphasis on algorithms, data structures, string processing, internal searching and sorting, software engineering, and the social context of computing. Prereq: CS 201.

311 Algorithm Design and Analysis (3) Introduces formal techniques to support the design and analysis of algorithms, focusing on both the underlying mathematical theory and practical considerations of efficiency. Prereq: CS 201, CS 215, CS 301.

321 Architecture of Digital Computers (3) An introduction to the internal structure of digital computers. The design of gates, flip-flops, registers, and memories to perform operations on numerical and other data represented in binary form. Prereq: ENGR 241.

359 Advanced Object-Oriented Programming Using C# (3) Advanced study of the C# programming language, emphasizing object-oriented techniques applied to complex business information needs. In addition, the course will deal extensively with database connectivity and utilization. The course will start with Windows examples and will migrate to Web examples during the course of the semester. Laboratory exercises will be assigned that represent common business problems for which the language is best suited. Prereq: CS 259.

365 Operating Systems (3) The course includes the fundamental principles of operating systems, resource allocation and use by applications, device organization, interrupts, concurrency, user/system state, and protection. It develops each of these areas in greater depth: scheduling and dispatch, preemptive and non-preemptive scheduling, processes and threads, file systems, buffering, encryption, virtual memory,

paging, swapping, security, protection, and related topics. Both Microsoft and Unix systems will be covered. Prereq: CS 201, CS 215, CS 301, CS 311.

377 Introduction to Database Concepts (3) Introduction to database theory. Discussion of data structures, indexed and direct file organizations, models of data including hierarchical, network, and relational. Discussion of data analysis, design, implementation, and database administrator functions. Application of database, data definition languages, data manipulation languages, and/or data manipulation through a host language. Cross-listed as CIS 377. Prereq: a program language, e.g., Visual Basic, Java, C#, etc.

379 Programming Languages (3) Introduction to formal study of syntax semantics and the logic of programming languages. Features of prominent languages will be examined. Prereq: CS 201, CS 215, CS 301, and CS 311.

388 Advanced Object-Oriented Programming Using Visual Basic (3) Advanced programming techniques in the microcomputer environment. Windows, networking, and remote communications techniques will be explored. Visual Basic will be used to illustrate the necessary programming techniques to solve these problems. Lab assignments will be used to master language and problem-solving skills. Prereq: CS 288.

411 Network Management and Security (3) This course provides an overview of network management and security. It covers topics in communication technologies, communication design, communication protocols, and communication system planning and development. It includes distributed computing, encryption technology, and collaboration technology. It will introduce security sites representing the state of the art in security. It will cover major security concerns of IP security, network security, security in distributed object systems, security in distributed systems, Web security, email security, viruses, trojans and worms, firewalls, and denials of service. Hands-on assignments with system and firewall configuration. Prereq: CS 201, CS 301, and CS 365.

421 Study of Legacy Systems (3) An overview of legacy systems that will include the study of operating systems, user interfaces, basic operator commands, flat file architecture, editors, interactive and batch programming concepts, and programming languages. Laboratory exercises will be assigned that emulate common problems encountered in businesses utilizing legacy systems. Prereq: CS 301 or CS 359 or CS 388.

461 Artificial Intelligence (3) Introduces students to the fundamental concepts and techniques of artificial intelligence (AI). Prereq: CS 201, CS 215, CS 301.

478 Software Development (3) Provides an intensive, implementation-oriented introduction to the software-development techniques used to create medium-scale interactive applications. Prereq: CS 201, CS 215, and CS 301.

483 Senior Software Development Project (3) This course applies computer programming and software engineering concepts, principles, and practices to a comprehensive system development project. A team approach is used to analyze the problem, and then specify, design, implement, test, validate, and deliver a software package that solves the problem. Teams will use software engineering techniques and project management techniques, including milestones and formal presentations, to create and test the package solution to the system problem. Prereq: CS 201, CS 301, CIS 305, CS 365, CIS 367, CIS 375, and CIS 377, Senior Standing.

499 Projects in Computer Science (3) Advanced project in mathematics, business, or other area, done under supervision of instructor in area. Prereq: six hours upper-division computer science courses.

Decision Sciences (DSCI prefix)

351 Introduction to Operations Research (3) This course introduces the student to the discipline of Operations Research/Management Science (OR/MS) so that he/she may appreciate, understand, and utilize the principal techniques of OR/MS in his/her organizational as well as personal decision-making. The course stresses the use of the scientific methodology in decision-making and problem-solving. Specific topics include decision theory, linear programming, the transportation problem, the assignment problem, network models, and queuing theory. Excel and other computer software are used throughout the course. Prereq: ECON 265, CIS 151, and MATH 215.

445 Operations Management (3) This course presents the basic fundamentals of managing operations. It covers issues in selecting, operating, controlling, and updating systems so that goods or services are produced on time, at minimum cost, and according to customer specifications. Topics include forecasting, capacity planning, facility location, inventory management, material requirements planning, Just-in-Time, and total quality management. Prereq: MNGT 305, ECON 265, and MATH 215.

490 Individual Study in Decision Sciences (1-3) Repeatable for up to three hours. Research and reading in the student's major area of interest. May be taken on an arranged basis upon approval of the College of Business dean and the instructor.

Economics (ECON prefix)

175 Fundamentals of Economics (3) An introduction to basic economic terms and concepts, such as scarcity, choice, resources, opportunity cost, markets, incentive, prices, competition, employment, inflation, growth, output and changes in business activity. Special emphasis is given to understanding how these concepts are applied and influenced by choices which individuals and organizations face every day.

208 Principles of Microeconomics (3) An introductory analysis of individual decision-making in a market system. The role of the consumer, the firm and government are explored. Topics include price determination, profit maximization, consumer and producer surplus, taxes, efficiency, and market structures such as monopoly and competitive markets. Prereq: MATH 111 or its equivalent.

209 Principles of Macroeconomics (3) An introductory analysis of overall economic activity. Income, production, employment, and prices are examined at the national level. Alternative theories of, and policies toward, economic stabilization and growth are examined. Prereq: MATH 111 or its equivalent.

241 Global Economic Issues (3) An introduction to the causes and consequences of the growing economic interdependence of nations. Emphasis is placed on how different people, cultures, institutions, and economies are affected by, and respond to, current global issues. Topics may include international trade, immigration, economic development, and capital markets. Prereq: ECON 175 or ECON 208 or ECON 209 or consent of instructor.

265 Elementary Statistics (3) An initial presentation of the conceptual framework of statistical thinking. The course then presents design

and graphical techniques for describing data and for making inferences from the data. Business applications are utilized for illustration. Prereq: MATH 111 and CIS 151.

301 Economic Ideas and Current Issues (3) This course provides an introductory application of economic concepts to a wide variety of current social issues and problems with an integrative emphasis across the social sciences. Prereq: None

308 Intermediate Microeconomic Theory (3) An in depth study in microeconomic theory. This framework is fundamental to understanding an enormous range of phenomena in business, public policy, social behavior, and a variety of other fields. Microeconomic analysis relies on a small set of enormously powerful analytical tools: constrained optimization analysis, equilibrium analysis, and comparative statics analysis. This course attempts to help you master these tools by illustrating their use in many different contexts. Prereq: ECON 208, ECON 209, and either MATH 230 or MATH 215.

309 Intermediate Macroeconomic Theory (3) An in depth study in macroeconomic theory. The course will cover traditional macroeconomic topics like short-run fluctuations and stabilization policy, as well as explain other important issues like the determinants of long-run economic growth, the trade balance and financial flows, labor markets, and institutional framework of policymaking. Prereq: ECON 208, ECON 209, and either MATH 215 or MATH 230.

331 Public Economics (3) Economic rationales for government involvement in the economy including correcting market failures and redistributing income. Public Economics examines government expenditure and taxation policy in achieving these goals. Prereq: ECON 208 and ECON 209.

338 Environmental and Resource Economics (3) Explanation and application of the interplay between the natural environment and economic activity. Environmental economics focuses on the impact of economic activity on the natural environment; whereas, resource economics studies the supply, demand and allocation of natural resources used for economic activity. Issues include water and air pollution, global climate change, and the management of natural resources. Prereq: ECON 208.

341 International Trade (3) An examination of the causes and consequences of the movement of goods and services across national borders. Prereq: ECON 208 and ECON 209.

346 Development Economics (3) The study of development factors and theories with the emphasis on the international context of development. Topics may include the implications of globalization, the rise of China and the continuing crisis of Sub-Saharan Africa. Prereq: ECON 208 and ECON 209.

349 Open Economy Macroeconomics (3) An examination of the positive and negative facets of important economic phenomena that emerge from countries being financially interlinked and the policy tools that impinge on such phenomena. The course begins with a general model of an open economy and then considers special cases pertaining to particular countries, institutions, and historical time periods. Prereq: ECON 208 and ECON 209.

351 Labor Economics (3) The course focuses on the decisions of wage earners within modern society and how the role of government, firms and other economic agents influence those decisions. Topics include the decision to work, labor demand, wage theory and policy, discrimination, human capital, the role of unions, and managerial incentives. Prereq: ECON 208 and ECON 209.

353 Economics of Sports (3) An examination of the industry of sports using the tools and concepts of economic analysis. The topics to be addressed in professional and amateur sports include new stadiums and franchises, salary caps, unions, free agency, the NCAA, the existence of amateur status, and the impacts of monopoly and cartel behavior. Prereq: ECON 208.

357 Economics of Healthcare (3) Students will learn about the healthcare sector and how to apply the tools of economics to analyze the structure and performance of this sector. The features of the market for health services are described with emphasis placed on the characteristics which make this market different from the markets for other goods and services. Prereq: ECON 208.

361 Money and Banking (3) The nature and function of credit in the American economy; operation of commercial banks; purposes and functions of the Federal Reserve System, and the introduction to monetary theory. The course emphasizes the impacts of recent developments in the U.S. monetary system on both individuals and the overall economy. Prereq: ECON 208 and ECON 209.

365 Intermediate Statistics for Business Decisions (3) Continued exploration of statistical techniques and methods at an upper level in areas of business applications. The analysis of large and complex data sets will be emphasized. Topics may include regression, ANOVA, time-series analysis, some multi-variate techniques, and non-parametric techniques. Prereq: ECON 265 or equivalent.

433 Games and Strategic Behavior (3) This course is designed to investigate those scenarios where agent's choices are made in the presence of strategic motives, i.e. an agent's optimal decision is dependent on the choices of others within the environment. The participants (players) within these types of strategic scenarios (games) need not be individuals; they can be firms, political parties, tribes, nations, etc. Prereq: ECON 308 or consent of instructor.

461 History of Economic Thought (3) Where do popular economic ideas and theories originate? The development of economic thought from early Greeks and Romans into the present century is presented. Emphasis on Smith, Malthus, Ricardo, Mill, Marx, Marshall, and Veblen. The literature is examined in relation to the social, political, and economic events of each period with an emphasis on how ideas have changed and developed over time. Prereq: ECON 208 and ECON 209.

472 Econometrics (3) How do economists test their ideas and theories? This course presents an overview of the economics devoted to the statistical testing of propositions derived from economic theory. An introduction to econometric methods and their application to economic research is developed. Prereq: ECON 265, MATH 230 or MATH 215, and six hours of 300/400 level economics coursework.

489 Special Topics in Economics (1-3) This course offers students the opportunity to study selected topics of current interest and importance in economics. These topics will vary according to the interests of students and faculty. Students may repeat the course up to three times, as the topic changes. Prereq: ECON 208 and ECON 209 and consent of instructor.

490 Individual Study in Economics (1-3) Repeatable for up to three hours. Research and reading in the student's major area of interest. May be taken on an arranged basis upon approval of the College of Business dean and the instructor.

499 Senior Seminar in Economics (3) A seminar and research course in selected topics of current interest. Repeatable for up to six hours. Prereq: Senior standing, ECON 308 and ECON 309.

Finance (FIN prefix)

101 Money Skills (1) This course is a one hour reality-based personal finance course based on a 34-module curriculum. Major content areas include income, expenses, assets, liabilities, and risk management.

201 Fundamentals of Finance (3) This course is designed to serve as an introduction to the field of business and personal finance. The course is geared to the specific interests of the associate degree candidates and non-business majors. Emphasis upon the source and use of funds in the area of finance. (Not open to College of Business majors in baccalaureate programs.)

208 Personal Financial Management (3) The various business problems which arise in the life of the individual. Includes a study of such topics as money and credit, banking services, insurance, taxes, home ownership, and consumer protective agencies.

305 Business Finance (3) The methods utilized by corporations in securing and utilizing capital. Major topics of interest include capital budgeting, cost of capital, capital structure, and characteristics of alternative forms of capital. Prereq: ACCT 201, ACCT 202, ECON 265, ECON 208, ECON 209, and MATH 215.

335 Entrepreneurial Finance (3) A course designed to provide critical financial knowledge and skills to those students who are interested in starting and running their own businesses. The course deals with such topics as fund-raising, cash management, budgeting, risk management, initial public offerings, and factoring. Prereq: FIN 305.

341 Risk and Insurance (3) An introduction to the basic principles of, and the relationship between, risk and insurance. Emphasis is placed on the fundamentals of insurance as the major formal method for treating non-speculative risks. Prereq: FIN 305.

343 International Finance (3) The study of foreign exchange markets, exchange rate determination, balance of payments, international flow and management of financial assets and various risk exposures, and the operation and effectiveness of economic policy in an open economy. Prereq: ECON 208, ECON 209, and FIN 305, or consent of instructor.

345 Real Estate Principles (3) Principles of real estate. Emphasis is on location factors, market analysis, and basic problems in buying and selling real estate. Prereq: FIN 305.

361 Financial Institutions (3) The institutional structure of the financial systems. Surveys both the public and private sectors of our money and credit economy. Emphasis is placed on understanding the impact of the commercial banking system, financial intermediaries, and public finance needs upon the conduct of business finance. Prereq: FIN 305.

433 Principles of Investments (3) The essential qualities of good investments, the exchanges, and methods of trading stocks and bonds. Prereq: FIN 305.

461 Financial Management (3) A comprehensive course that gives consideration to developing sound financial policies in the firm. The course will use cases to develop concepts in such areas as capital budgeting and capital structure. Class discussion and lectures are designed to introduce decision-making techniques relevant to financial management problem-solving. Prereq: FIN 305.

481 Seminar in Finance (3) Investigation of significant topics in practice and theory in the areas of corporate financial management, money markets, investments, commercial banking, and financial institutions. Prereq: FIN 305.

490 Individual Study in Finance (1-3) Repeatable for up to three hours. Research and reading in the student's major area of interest. May be taken on an arranged basis upon approval of the College of Business dean and the instructor.

Management (MNGT prefix)

141 Introduction to Business (3) A survey course to acquaint students with functions performed by business and the part business activities play in our economy as a whole. Designed to give familiarity with common business practices and terminology. This course is not open to students who have completed or are currently enrolled in three or more courses in business or economics.

201 Survey of Management (3) A survey of the management process; emphasis upon management techniques and factors basic to various fields of business, industrial, and public organizations. This course is designed to apply the management process to the specific interests of all associate degree candidates and four-year non-business majors. (Not open to College of Business majors in baccalaureate programs.) Prereq: sophomore standing, PSY 201, or consent of instructor.

305 Principles of Management (3) A study of the principles of management theory and practice in organizations, with emphasis placed on the challenges of management in a diverse and complex environment. Prereq: ACCT 201, ACCT 202*, ECON 208, ECON 209*, PSY 201, and junior standing (Courses marked * may be taken concurrently with MNGT 305.)

315 Management of Organizational Behavior (3) A study of behavior of individuals and groups within organizations and of the organization itself. Intended to develop in managers a greater awareness of the problems and opportunities in managing human resources in organizations. Specific emphasis is placed on the development of managerial skills. Prereq: MNGT 201 or MNGT 305.

341 Human Resource Management (3) The staff work required in planning and controlling the personnel functions in businesses and the personnel responsibilities of line executives. Emphasis is placed upon principles and procedures relative to selection, placement, training of employees, employees' services, morale, wages, and hours. Prereq: MNGT 201 or MNGT 305.

352 Entrepreneurship Ideation and Innovation (3) This course focuses on the generation, testing, evaluation, and refinement of ideas. Innovation processes that focus on idea development, idea selection, and commercialization of ideas will also be examined. Exploration of the process and stages of creating an innovative new venture will provide the context for discussing the interrelationships among ideation, innovation, commercialization, and entrepreneurial thinking. Prereq: junior standing.

353 Entrepreneurship Feasibility Analysis (3) This course examines factors that determine the viability of a business venture and rewards of innovation. Emphasis will be placed on the assessment of market opportunity, the strategic position a prospective firm will fill, how a prospective firm will operate, the main risks a prospective firm may face. An overview of the factors that affect the ability of a new product or service to generate payback will be provided: prelaunch investment, time to market, time to volume, and support costs. Prereq: MNGT 352.

354 Small Business and Entrepreneurship (3) This course involves an in-depth analysis of the new venture creation process. Development of a business plan will serve as the focal point of the course. Prereq: MNGT 352, MNGT 353 for non-business majors; junior standing for business majors.

361 Business Environmental Factors (3) An inquiry into the purposes, methods, institutions, results, and philosophy of business and its relationship to the environment in which it functions. Prereq: MNGT 201 or MNGT 305 and MKTG 201 or MKTG 305.

408 Collective Bargaining and Industrial Relations (3) A study of employer-union relationships, management and union organizations for collective bargaining, trade union structure and government, the government and collective agreements, and the collective bargaining process. Prereq: MNGT 201 or MNGT 305.

441 Wage and Salary Administration (3) A comprehensive study of wage and salary policies and techniques, including wage and salary level determination, job evaluation, employee evaluation, merit rating, methods of wage payments, fringe benefits, and controls. Prereq: MNGT 201 or MNGT 305.

443 Organizational Theory and Design (3) This course involves the management challenge of designing organizational structure to facilitate effective performance and achieve competitive advantage given the evolving nature of organizational environments. Issues will include organizational innovation and change; technological change and organizational restructuring; global competition; organizational culture; employee involvement; participative management and team systems; total quality management; organizational control; communication; and conflict. Prereq: MNGT 305. MNGT 315 recommended.

444 Managing Diversity in Organizations (3) A study of cultural perspectives and processes reflecting individual, work group, and organizational diversity in the workplace. Prereq: MNGT 201 or MNGT 305.

445 International Business (3) International and cross-cultural study of business decisions, enterprises, markets, and institutions. Examines globalization of industries and firms' competitiveness. Discusses international business transactions and entry strategies. Prereq: ECON 241, MNGT 305, MKTG 305, FIN 305.

452 Policy Formulation and Implementation (3) Designed to fulfill the needs of the Synthesis category of the University Core Curriculum, this capstone course requires students to develop interdisciplinary solutions for addressing contemporary business problems. In addition to integrating the major fields of business (accounting, finance, marketing, management, computer information systems), this course requires students to address a variety of different topics, such as social issues, diversity, environmental concerns, global/cultural differences, ethics, economics, critical thinking, problem identification, problem solving, communication skills, quantitative analysis, technology, current events, and politics. Through the use of cases, presentations, written projects, class discussions, lectures, and current periodicals, students are exposed to the complexities of conducting business in a changing world. Prereq: MNGT 305, FIN 305, MKTG 305 and senior standing.

455 Small Business Consulting (3) Application of business principles to the operation of small business firms; includes emphasis on management functions, elements of the marketing mix, business practices, and problem solving. Students in teams of two to five are assigned as a counseling unit to a small business firm requesting management counseling. Prereq: MNGT 305, FIN 305, MKTG 305, MNGT 354, and senior standing.

490 Individual Study in Management (1-3) Repeatable for up to three hours. Research and reading in the student's major area of interest. May be taken on an arranged basis upon approval of the College of Business dean and the instructor.

499 Business Professional Practice (3) A cooperative work-study program designed to: (1) provide undergraduate business students realistic work experience to improve their understanding of the nature of American and international business; (2) develop student maturity and confidence to decide in which areas of business they should seek their professional careers; and (3) create a work situation where advanced business courses are made more meaningful as a result of the perspective gained from professional experience. From one to three hours may be earned in an academic term, repeatable to a maximum of six credit hours applied as electives in a business bachelor's degree program. Grades assigned as Satisfactory or Unsatisfactory only. Prereq: Students must have completed or be enrolled in 63 credit hours of credit including the following courses: CIS 151, ACCT 201 and ACCT 202, ECON 265, ECON 208 and ECON 209, English 201, and SPCH 101. Students must have a minimum overall GPA of 2.75 and minimum GPA of 2.75 in all business courses. Consent of the dean, Director of Professional Practice Program, and appropriate department chairperson is required.

Marketing (MKTG prefix)

201 Introduction to Marketing (3) An introductory course designed to apply the marketing process to the specific interests of associate degree candidates and non-business majors. Emphasis upon retailing, personal selling, advertising, and marketing strategy. (Not open to College of Business majors in baccalaureate programs.) Prereq: PSY 201 and sophomore standing.

305 Principles of Marketing (3) A general survey of the entire field of marketing. Attention is given to the management of the marketing efforts of the individual firm. Emphasis is on the role of the marketing environment, understanding markets and customers, and decision-making regarding products, pricing, distribution, and promotion. Prereq: ACCT 201 and ACCT 202*, ECON 208 and ECON 209*, PSY 201, and junior standing. (Courses marked * may be taken concurrently with MKTG 305.)

313 Services Marketing (3) Emphasis is placed on the role of services in today's economy. The differences in marketing goods and the marketing of services is stressed. Strategy development for a wide variety of services including financial, medical, and entertainment is highlighted. Prereq: MKTG 201 or MKTG 305.

332 Consumer Behavior (3) An interdisciplinary approach to the analysis and interpretation of consumer buying habits and motives, and the resultant purchase of goods and services. The purchaser's psychological, economic, and sociocultural actions and reactions are stressed. Prereq: MKTG 201 or MKTG 305.

334 Promotional Strategy (3) An examination of the promotional techniques available to marketing management. Emphasis is given to market analysis and to the communication process providing the means by which products can be effectively promoted. The specific tools of personal selling, advertising, sales promotion, and publicity are examined as components of overall marketing strategy. Prereq: MKTG 201 or MKTG 305.

342 Business and Industrial Marketing (3) An examination of the marketing function within organizations marketing goods and/or ser-

vices to other organizations (rather than final consumers). Major emphasis on business buyer behavior and the business marketing environment as key factors shaping business marketing strategy development, planning, implementation, and control. Prereq: MKTG 201 or MKTG 305.

344 Personal Selling (3) Study of the sales function in a marketing organization, development of techniques for making an effective sales presentation, and developing and maintaining account relationships. The course also will review major sales management functions including organization, allocation, recruitment, selection, training, motivation, compensation, and sales force evaluation and control. Prereq: MKTG 201 or MKTG 305.

355 Interactive Marketing (3) This course focuses on the integration of state-of-the-art interactive technologies into the design and implementation of marketing programs for the new millennium. The functions of market identification through customer analysis, and the planning and implementation of conception, pricing, promotion and distribution of ideas, goods, and services to satisfy the market benefit immensely from the capabilities of the rapidly developing information technology (IT) infrastructure. The course also includes introduction into different techniques for differentiating products and services and developing systems to focus on the market niche, establishing interactive links to customers, retrieving online information from customers, and using data mining for market research. Prereq: MKTG 201 or MKTG 305.

438 Marketing Research (3) The systematic, objective, and exhaustive search for and analysis of data relevant to problems in the field of marketing. Attention is given to marketing research procedures such as project design, sampling, data collection, data analysis, and reporting. Management's treatment of and reliance upon this important marketing tool are considered. Prereq: ECON 265, MKTG 305, and senior standing.

443 Tourism and Leisure Marketing (3) The application of marketing theories and practices to the leisure and tourism industries. Emphasis will be placed on the psychology of leisure pursuits and tourism. Discussions will include, but not be limited to, sports marketing, the marketing of destinations/events, and travel psychology. Prereq: MKTG 305 or MKTG 201; MKTG 313 or MKTG 332.

444 Sales Management (3) The course is designed to help students prepare to face the changing sales environment of many organizations, brought by fierce global competition. Students are introduced to sales management concepts, terms, and the management of field sales forces. The course will highlight the broad domain of sales management, skills to handle increasing demands of buyers, and career opportunities in sales management. The course will provide students with an appreciation of the ethical issues involved with sales management. Prereq: MKTG 201 or MKTG 305.

447 Retailing Policy and Management (3) Policies, practices, and problems of efficiently operated retail stores, including the study of such areas as store location, layout, organizations, merchandise planning and control, pricing, buying, and sales promotion. Prereq: MKTG 201 or MKTG 305.

448 Marketing Management (3) Application of problem solving in the area of marketing management, emphasizing planning the marketing effort, management of the marketing organization, and control of marketing operations. Prereq: completion of at least nine hours in marketing and senior standing.

471 International Marketing (3) The whole of enterprise, comparative marketing, and transport institutions and systems in selected foreign countries and the United States. The managerial and operational problems of world enterprise, with emphasis on the role of ethnic and cultural differences in influencing marketing strategy. Case studies will be used. Prereq: MKTG 201 or MKTG 305.

475 Seminar in Contemporary Marketing Problems (3) Individual investigation of selected marketing problems of contemporary significance will be analyzed and related to assigned readings and current periodical literature. Case studies and field trips also will be used to acquaint the student with actual practices currently employed in marketing. Prereq: MKTG 305.

490 Individual Study in Marketing (1-3) Repeatable for up to three hours. Research and reading in the student's major area of interest. May be taken on an arranged basis upon approval of the College of Business dean and the instructor. Prereq: MKTG 305.

BOWER-SUHRHEINRICH COLLEGE OF EDUCATION AND HUMAN SERVICES

www.usi.edu/educ

Julie H. Edmister, Ph.D., Dean

Thomas D. Bordelon, Ed. D., Assistant Dean

Michael L. Slavkin, Ph.D., Assistant Dean

Glenna G. Bower, Ph.D., Chair, Department of Physical Education

Paul T. Parkison, Ed. D., Chair, Department of Teacher Education

Martha Raske, Ph.D., Chair, Department of Social Work

The Bower-Suhrheinrich College of Education and Human Services offers undergraduate majors in early childhood education, elementary education, exercise science, kinesiology, special education, sport management, and social work; Master of Science degree programs in elementary and secondary education; the Master of Social Work degree; and the Associate of Science degree program in Early Childhood Education. In addition, the college offers the required professional education component of all teacher education programs — elementary, secondary, and all-grade.

The Bower-Suhrheinrich College of Education and Human Services also offers teacher licensure programs in elementary and secondary education for persons who already hold baccalaureate degrees. Transition to Teaching programs for career changers provides the opportunity to earn an initial teaching license.

DEPARTMENT OF PHYSICAL EDUCATION

The Department of Physical Education has responsibility for the following:

- the University Core Curriculum component in physical education;
- undergraduate majors in physical education teaching, sport management, kinesiology, and exercise science;
- the undergraduate minors in coaching, physical education, personal training, health and safety education, and sport management;
- the undergraduate endorsement in coaching.
- the graduate program (kinesiology, health, and sport concentration)

UNIVERSITY CORE CURRICULUM COURSES

Two hours of credit in health/wellness and physical activity are necessary to meet the University Core Curriculum requirement. Students take a) PED 186 or PED 281 or BIOL 176 or NUTR 376 or OT 310, and b) one course from the PED 100-level physical activities or PED 287 for elementary education majors only. Students are provided an opportunity to promote their general physical well being as well as develop new recreational skills. A laboratory fee, towel, lock, and locker fee may be

assessed when students enroll in some classes. Students not able to participate in the physical activity courses because of medical reasons, physical handicaps, or other personal reasons may substitute PED 281-3 hours, or PED 282-2 hours, when approval has been granted by the dean of the Bower-Suhrheinrich College of Education and Human Services or a designee. The student must provide a physician's statement prohibiting participation in physical activity.

EXERCISE SCIENCE

The major in exercise science prepares people for entry-level positions in corporate, commercial, and community settings that offer exercise programs of a preventative nature. It also is designed to prepare people to test for the American College of Sports Medicine's Health/Fitness Instructor, the National Association of Sports Medicine certification, and the National Strength and Conditioning Association certification. This major also is designed to prepare students to continue their education at the graduate level.

Major – Exercise Science

61-65 credit hours

Required courses:

PED 143	Aquatic Exercise	1
PED 182	Weight Training	1
PED 183	Aerobic Dance	1
PED 185	Step Aerobics	1
	or other fitness courses approved by advisor	
PED 282	First Aid	2
PED 283	Field Experience in Sport and Exercise	1
PED 291	Motor Behavior	2
PED 298	Foundations of Sport and Physical Activity	3
PED 383	Kinesiology	3
PED 385	Methods of Group Exercise Instruction	3
PED 391	Biomechanics	3
PED 394	Measurement and Evaluation in Physical Education	3
PED 481	Physiology of Exercise	3
PED 484	Exercise Testing and Prescription	3
PED 487	Principles and Applications of Fitness Training for Exercise Science Majors	3
PED 488	Program Design for Healthy and Special Populations	3
PED 499	Practicum	3 to 5 hours
MATH 111	College Algebra	4
MATH 112	Trigonometry	3
CHEM 107	Elements in Everyday Chemistry	4
PHYS 175	General Physics I	4
BIOL 121	Human Anatomy and Physiology I	4
BIOL 122	Human Anatomy and Physiology II	4
NUTR 378	Nutrition for Fitness and Sport	3
CIS 151	Computer Applications in Business	3
	or other computer class approved by advisor	

Pre-Professional Track

In addition to the Exercise Science requirement, students who wish to pursue pre-physical therapy must complete the following coursework:

Exercise Science/Pre-Physical Therapy (31 Hours): BIOL 141 Principles of Biology, 4 hours; CHEM 141 Principles of Chemistry, 4 hours; CHEM 261 General Chemistry I, 4 hours; CHEM 262 General Chemistry II, 4 hours; PHYS 176 General Physics II, 4 hours; MATH 241 Principles of Statistics, 3 hours; PSY 261 Lifespan Developmental Psychology, 3 hours; PSY 322 Abnormal Psychology, 3 hours; HP 115 Medical Terminology for the Health Professions, 2 hours.

KINESIOLOGY

Kinesiology is the study of human movement across a range of tasks including exercise, daily living, play, sport and work. Examination of the curriculum reveals thorough grounding in kinesiology courses ranging from the acquisition, performance and refinement of motor skills used to facilitate the physical activity as an educative tool. Kinesiology undergraduate students learn about: exercise stress, movement efficiency and fitness, social, cultural, and psychological aspects of participation in physical activity and sport, coordination, control, and skill of physical activity, physical growth, development, and body form throughout the life span, the effects of therapeutic techniques of kinesiology upon recovery from physical injury, and the instructional process of teaching/coaching of physical activity and sport. The Kinesiology major is designed to meet the needs of students preparing for careers in the following areas: high school athletic departments, health clubs, park districts and YMCAs, occupational therapy, cardiac rehabilitation and physical therapy departments of clinics and hospitals, sports information offices, injury clinics, equipment manufacturers, corporate fitness and wellness centers, nursing homes, Special Olympics, radio and television stations, newspapers, and Campus Rehabilitation Center, Division of Campus Recreation.

Major – Kinesiology

58-60 credit hours

Required courses

PED 281	Personal Health Science	3
PED 282	First Aid	2
PED 283	Field Experience in Sport and Exercise	1
PED 291	Motor Behavior	2
PED 298	Foundations of Sport and Physical Activity	3
PED 383	Kinesiology	3
PED 391	Biomechanics	3
PED 394	Measurement and Evaluation in Physical Education	3
PED 481	Physiology of Exercise	3
PED 487	Principles and Applications of Fitness Training for Exercise Science Majors	3
PED 491	Managing Organizations for Sport and Physical Activity	3
PED 492	Contemporary Issues in Sport and Exercise	3
PED 499	Practicum	3 to 5 hours
Select five (5) courses from PED 111 through PED 199		
CIS 151	Computer Applications in Business	3
BIOL 121	Human Anatomy and Physiology I	4
BIOL 122	Human Anatomy and Physiology II	4

SPECIALITY AREAS: choose one area 12 credit hours

Group Exercise Instructor

PED 385	Methods of Group Exercise Instruction	3
PED 488	Program Design for Healthy and Special Populations	3
PED 143	Aquatic Exercise	1
PED 181	Aerobics	1
PED 185	Step Aerobics	1
PED 199	Yoga	1
PED 199	Spinning	1
PED 199	Cardio Kickboxing	1
or PED 100-Other fitness related courses.		

Nutrition

NUTR 376	Principles and Applications in Nutrition	3
NUTR 378	Nutrition for Fitness and Sports	3
NUTR 415	Dietary Supplements and Herb Use in Nutrition	3
NUTR 396	Nutrition Throughout the Lifecycle	3

Personal Training

PED 385	Methods of Group Exercise Instruction	3
PED 484	Exercise Testing and Prescription	3
PED 485	Methods of Personal Training	3
PED 488	Program Design for Healthy and Special Populations	3

Sport Management

PED 332	Sport Facility Management	3
PED 333	Sport Marketing	3
PED 334	Sport Event Management	3
PED 335	Sport Publicity and Promotion	3

Teaching-Kinesiology Major Specialization

PED 292	Rhythms	2
PED 293	Teaching Developmental Activities	4
PED 294	Teaching Team Sports	2
PED 296	Self Testing and Movement Fundamentals	1
PED 297	Teaching Individual Dual Sports	2
PED 299	Field Experience in Elementary School Physical Education	1
or PED 301		
	Field Experience in Middle/Secondary School Physical Education	1
PED 388	School Health	3
PED 392	Adapted Physical Education	3
PED 395	Curriculum Construction in Physical Education	3
PED 396	Teaching Physical Education	4
Additional PED 200-300 level courses approved by the Chair		

SPORT MANAGEMENT

The major in Sport Management prepares students for entry-level positions which include those in theme parks, recreation centers, fitness clubs, collegiate and professional sport organizations and leagues, sport marketing agencies, sport manufacturers, teams, sports media, corporate sponsors, and consulting firms. Examples of potential sport management positions include, but are not limited to the corporate and commercial fitness management positions, university recreational sports positions, the United States Olympic Organization positions, sports media positions, sports entertainment positions, coaching positions within the NCAA,

MLB, NFL, and sport retailing positions with companies such as Dick's Sporting Goods, Nike, Adidas, etc. Graduates with a Bachelor of Science in Sport Management degree will be well-prepared for graduate study in sport management and related fields.

Major – Sport Management

43 Credit Hours

Required Courses:

PED 283	Field Experience in Sport and Exercise	1
PED 330	Principles and Applications of Sport Management	3
PED 332	Sport Facility Management	3
PED 333	Sport Marketing	3
PED 334	Sport Event Management	3
PED 335	Sport Publicity and Promotion	3
PED 336	Governance and Ethics in Sport	3
PED 431	Principles and Problems of Coaching	3
PED 451	Legal Aspects of Sport	3
PED 452	Sport Finance and Economics	3
PED 491	Managing Organizations for Sport and Physical Activity	3
PED 492	Contemporary Issues in Sport and Exercise	3
PED 498	Internship in Sport Management	9

TEACHER CERTIFICATION (PHYSICAL EDUCATION)

The following programs are available for students who desire to prepare for the teaching profession: physical education all-grade major (P-12); physical education major (5-12); physical education minor; and a health and safety education minor. To be recommended for licensure, students will complete one of the Education Licensure minors offered in the Department of Teacher Education. These programs comprise a 27 credit hour minor.

Major - Physical Education (P-12)

43 credit hours

Require courses:

PED 100- PED 199	Physical Activity Classes	10
PED 191	Orientation to Physical Education	1
PED 212	Preschool Physical Education	1
PED 282	First Aid	2
PED 291	Motor Behavior	2
PED 293	Teaching Developmental Activities	4
PED 371	Applied Kinesiology and Biomechanics	3
PED 387	Principles and Applications of Fitness Training for Physical Education Teaching Majors	3
PED 392	Adapted Physical Education	3
PED 395	Curriculum Construction in Physical Education	3
PED 396	Teaching Physical Education	4
PED 471	Assessment Strategies in Physical Education	3
PED 481	Physiology of Exercise	3
PED	Directed elective	1
EDUC 221	Diversity and Equity in Education	3
EDUC 283	University Core Curriculum Category C2 Exploration in Secondary Education and Schooling	3
EDUC 284	Introductory Clinical Experiences in Secondary Schools	3
EDUC 383	Secondary Analysis of Curriculum and Pedagogy	3
EDUC 384	Advanced Clinical Experiences in Secondary Schools	3
EDUC 439	Classroom Management through Data-based Decision Making	6
	Student Teaching	6

Major – Physical Education (5-12)

43 credit hours

Required courses:

PED 100- PED 199	Physical Activity Classes	10
PED 191	Orientation to Physical Education	1
PED 282	First Aid	2
PED 291	Motor Behavior	2
PED 371	Applied Kinesiology and Biomechanics	3
PED 387	Principles and Applications of Fitness Training for Physical Education Teaching Majors	3
PED 392	Adapted Physical Education	3
PED 395	Curriculum Construction in Physical Education	3
PED 396	Teaching Physical Education	4
PED 471	Assessment Strategies in Physical Education	3
PED 481	Physiology of Exercise, 3 hours;	
PED	Directed electives must be applied to either Health and Safety Education Minor or Coaching Minor	6
EDUC 221	Diversity and Equity in Education	3
EDUC 283	University Core Curriculum Category C2 Exploration in Secondary Education and Schooling	3
EDUC 284	Introductory Clinical Experiences in Secondary Schools	3
EDUC 383	Secondary Analysis of Curriculum and Pedagogy	3
EDUC 384	Advanced Clinical Experiences in Secondary Schools	3
EDUC 439	Classroom Management through Data-based Decision Making	6
	Student Teaching	6

Minor – Physical Education

24 credit hours

PED 100-PED 199	Physical Activity Classes	7
PED 282	First Aid	2
PED 291	Motor Behavior	2
PED 392	Adapted Physical Education	3
PED 395	Curriculum Construction in Physical Education	3
PED 293	Teaching Developmental Activities	4
or PED 396	Teaching Physical Education	4
PED 371	Applied Kinesiology and Biomechanics	3
or PED 481	Physiology of Exercise	3

Minor – Health and Safety Education (Online)

25 credit hours

Required courses:

PED 281	Personal Health Science	3
PED 282	First Aid	2
PED 382	Community Health	3
PED 388	School Health	3
PED 402	Teaching Strategies for Health	3
PED 494	Program Planning and Evaluation in Health Education	3

Electives – 8 credit hours, choose from:

PED 284	Stress Management	2
PED 286	Safety Education	2
PED 390	Special Topics in Physical Education	1-3
PED 493	Emotional Health of Children in Sport	3
NUTR 376	Principles and Applications in Nutrition	3
or NUTR 378	Nutrition for Fitness and Sport	3
or NUTR 396	Nutrition Throughout the Lifecycle	3
HP 255	Human Sexuality, A Health Perspective	3
HP 265	Alcohol and Substance Abuse, A Health Perspective	3
HP 378	School and Community Health Education Methods	3

Minor – Coaching

32 credit hours

Required courses:

PED 381	Care and Prevention of Athletic Injuries	3
PED 387	Principles and Applications of Fitness Training for Physical Education Teaching Majors	3
PED 431	Principles and Problems of Coaching	3
PED 481	Physiology of Exercise	3
PED 493	Emotional Health of Children in Sport	3
PED 499	Practicum	3-5
NUTR 378	Nutrition in Fitness and Sport	3
BIOL 121	Anatomy and Physiology I	4
BIOL 122	Anatomy and Physiology II	4

Select one (1) course from

PED 232	Officiating of Baseball	1
PED 234	Officiating of Volleyball	1
PED 236	Officiating of Football	1
PED 237	Officiating of Basketball	1
PED 238	Officiating of Soccer	1
PED 285	Officiating of Track and Field	1

Select one (1) course from

PED 432	Coaching Baseball	2
PED 434	Coaching Volleyball	2
PED 436	Coaching Football	2
PED 437	Coaching Basketball	2
PED 438	Coaching Soccer	2

Minor – Personal Trainer

32 credit hours

Required courses:

PED 385	Methods of Group Exercise Instruction	3
PED 481	Physiology of Exercise	3
PED 484	Exercise Testing and Prescription	3
PED 485	Methods of Personal Training	3
PED 488	Program Design for Healthy and Special Population	3
PED 495	NASM Personal Training Certification Review	3
NUTR 378	Nutrition for Fitness and Sports	3
PED 487	Principles and Applications in Fitness Training for Exercise Science Majors	3
BIOL 121	Human Anatomy and Physiology I	4
BIOL 122	Human Anatomy and Physiology II	4

Minor – Sport Management

24 credit hours

Required hours:

PED 330	Principles and Applications of Sport Management	3
PED 332	Sport Facility Management	3
PED 333	Sport Marketing	3
PED 334	Sport Event Management	3
PED 335	Sport Publicity and Promotion	3
PED 431	Principles and Problems of Coaching	3
PED 491	Managing Organizations for Sport and Physical Activity	3
PED 492	Contemporary Issues in Sport and Exercise	3

Endorsement – Coaching

16 credit hours

Required courses:

PED 381	Care and Prevention of Athletic Injuries	3
PED 383	Kinesiology	3
PED 431	Principles and Problems of Coaching	3
PED 481	Physiology of Exercise	3

Select two (2) courses from the following:

PED 342	Water Safety Instructor	2
PED 432	Coaching Baseball	2
PED 434	Coaching Volleyball	2
PED 436	Coaching Football	2
PED 437	Coaching Basketball	2
PED 438	Coaching Soccer	2

Activity Classification:

The second digit indicates the type of activity.

- 111-118 – Individual and Dual Sports
- 121-128 – Individual and Dual Sports
- 131-138 – Team Sports, Coaching
- 141-148 – Aquatics
- 151-158 – Combatives, Gymnastics, Dance
- 161-168 – Recreation
- 171-178 – Program Expansion
- 181-188 – Health, Fitness, Wellness
- 191-198 – Professional Preparation
- 199 – Courses offered through Extended Services that meet physical education specifications but will not be included in the physical education program permanently

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Except for PED 191 and PED 186, one of the courses below may be used to satisfy the one-hour physical activity requirement for the University Core Curriculum.

Students will demonstrate sports skills with an understanding of rules, terminology, strategy, and etiquette necessary for participation in physical activity. The student and his/her advisor will select 100-level activity classes appropriately.

- 111 Archery (1)
- 112 Badminton (1)
- 113 Billiards (1)
- 114 Golf (1)
- 115 Handball (1)
- 116 Paddleball (1)
- 117 Racquetball (1)
- 118 Table Tennis (1)
- 121 Skating (1)
- 122 Bowling (1)
- 123 Tennis (1)
- 124 Rock Climbing (1)
- 125 Advanced Rock Climbing (1)
- 131 Field Hockey (1)
- 132 Softball (1)
- 134 Volleyball (1)
- 136 Touch Football (1)
- 137 Basketball (1)
- 138 Soccer (1)
- 139 Speedball (1)
- 141 Beginning Swimming (1)
- 142 Advanced Swimming (1)
- 143 Aquatic Exercise (1)
- 151 Introduction to Karate (1)
- 152 Beginning Tumbling (1)
- 153 Intermediate Tumbling and Apparatus for Men (1)

154 Intermediate Tumbling and Apparatus for Women (1)
 155 Dance Activities (1)
 161 Fishing (1)
 162 Hiking and Outdoor Education (1)
 163 Sailing (1)
 164 Equestrianship (1)
 181 Aerobics (1)
 182 Weight Training (1)
 183 Aerobic Dance (1)
 184 Dynamic Floor Exercise (1)
 185 Step Aerobics (1)

186 Wellness/Fitness Appraisal (1) Students will assess present level of physical fitness and wellness and establish behavior modification strategies to address areas which need improvement. Topics of discussion include nutrition, weight control, components of physical fitness, stress management, tobacco use and addictive behaviors, and sexually transmitted diseases.

187 Aerobicise (1)

191 Orientation to Physical Education (1)

199 Special Activities (1) Yoga, Boot camp, Pilates, Zumba, Spinning, Taekwondo, Backpacking, Canoeing, Rock Climbing

212 Preschool Physical Education (1) This course will provide students with information about appropriate movement activities, instructional strategies, and ways to create an appropriate environment when teaching physical education to preschool children. Sp

NOTE: The following description applies to the officiating courses PED 232, PED 234, PED 236, PED 237, PED 238, and PED 285.

An in-depth look at the mechanics, rules, and officiating techniques for each sport with emphasis on high school interscholastic participation. The IHSAA or appropriate licensing examination may be taken at the completion of each course. An additional fee will be charged for administration of exam.

232 Officiating of Baseball (1)

234 Officiating of Volleyball (1)

236 Officiating of Football (1)

237 Officiating of Basketball (1)

238 Officiating of Soccer (1)

244 Lifeguard Training (2) ARC certification in lifeguarding. Prereq: Swim 300 yards continuously, using these strokes in the following order: 100 yards of front crawl using rhythmic breathing and a stabilizing, propellant kick; rhythmic breathing can be performed either by breathing to the side or to the front; 100 yards of breaststroke; 100 yards of either front crawl using rhythmic breathing or breaststroke or a mixture of front crawl and breaststroke. Swim 20 yards using front crawl or breaststroke, surface dive to a depth of seven-10 feet, retrieve a 10-pound object, return to the surface, and swim 20 yards back to the starting point with the object and exit the water without using a ladder or steps, within one minute, 40 seconds. When returning to the starting point, the participant's face must remain above the water and the participant must hold the 10-pound object with both hands. Sp

281 Personal Health Science (3) Examination of attitudes, research facts, and misconceptions pertaining to personal health needs and practices. Topics include but are not limited to nutrition, family living, sexuality, drug use and abuse, disease prevention, safety, first aid, and public health resources. NCI Sp, Su, F

282 First Aid (2) Course includes first aid measures recommended by the American Red Cross. Skill training provided for certification in Community First Aid and Safety, Adult, Infant and Child CPR. NCI Sp, Su, F

283 Field Experience in Sport and Exercise (1) Provides students with practical experience in sport and exercise related fields. Students have the opportunity to observe professionals at work and learn about the basic operations of a facility and about programs and services offered. Prereq: Must have completed 32 or more credit hours and be a declared exercise science, kinesiology, sport management, or health professions major. Sp, F

284 Stress Management (2) A study of the elements which manifest stress, its impact, and strategies to minimize its effect on daily life.

285 Officiating of Track and Field (1)

286 Safety Education (2) This course is designed to examine the hazards present in all aspects of modern life that may produce property damage, injury, and/or illness. The activities of transportation, recreation, education, and home living are assessed for safety. Intervention strategies are presented. NOI Su

287 Physical Education and the Elementary School Classroom Teacher (2) Provides students with the basic information about teaching physical education to children in elementary school. Develop, participate in, and teach developmentally appropriate physical activities for children in grades 1-6 including classroom, recess/playground, wellness, fitness, and integrated activities. Sp, Su, F

291 Motor Behavior (2) A study of the motor development of children through adolescence, their motor learning capabilities, and the factors which influence skill acquisition, retention, and transfer. Sp, Su

292 Rhythms (2) Exposure to movement set to music or some structured sounds. Emphasis placed on the use of movement, small equipment, and music. Materials are developed for teacher use in elementary school grades 1-6. F

293 Teaching Developmental Activities (4) Course provides students with the basic information related to teaching elementary school physical education. Students will participate in eight weeks of field experience in an elementary physical education setting. Students will develop lessons that are safe and developmentally appropriate while ensuring maximum participation by all students with and without disabilities and using resources effectively. Prereq: Sophomore level and physical education teaching major. F

294 Teaching Team Sports (2) Students will learn how to teach team sports. Students will learn proper skill progressions and transition techniques that are used to link fundamental movement with sport skills, and how to evolve simple strategies into more complex offenses and defenses. Students must pass proficiency exam at 80 percent. Sp

296 Self-Testing and Movement Fundamentals (1) Skill acquisition and the study of the mechanics of locomotor, non-locomotor, and manipulative skills. F

297 Teaching Individual Dual Sports (2) Students will learn how to teach individual and dual sports. Students will learn proper skill progressions, transition techniques that are used to link fundamental movement with sports skills, and how to evolve simple strategies into more complex offenses and defenses. Students must pass proficiency exam at 80 percent. F

298 Foundations of Sport and Physical Activity (3) Orientation to career opportunities in exercise science and sport-related fields. Examination of sociological, historical, and philosophical foundations, current issues and trends. Sp, Su, F

299 Field Experience in Elementary School Physical Education (1) Guided laboratory experience including exposure to the nature of teaching physical education in a local elementary school. Prereq: PED 200 level course(s), or consent of instructor. F

301 Field Experience in Middle/Secondary School Physical Education (1) Guided laboratory experience in teaching physical education at the middle/secondary school level. Prereq: PED 200 level course(s) or consent of instructor and sophomore status. Sp

330 Principles and Applications of Sport Management (3) Introduces the foundations and principles on which sport management operates. A general overview of the sport industry and the fundamental knowledge and skill sets of the sport manager are discussed. Potential employment and career choices are highlighted. Prereq: Must have completed 32 hours. F

332 Sport Facility Management (3) Introduces students to skills needed to manage a sport facility including operations, maintenance, finance/budgeting, purchasing, human resources, security, design/development, and legal issue within diverse settings. Practical application is provided through exercises that are completed by visiting sport facilities in the community during the semester. Prereq: Must have completed 48 or more credit hours. F

333 Sport Marketing (3) Introduces marketing tools used in the sport and fitness industry, including the areas of professional sports, corporate fitness, college/high school athletics, clubs and resorts, and more. A sport marketing plan is developed with the use of various advertising strategies, including the negotiation of sponsorship contracts, servicing the media partnership, and engaging the community. Practical application is provided in marketing events that take place in the sport event management course. Prereq: Must have completed 48 hours or more credit hours. F

334 Sport Event Management (3) Introduces planning, funding, operating, and evaluating events within the sport industry. Provides practical application through the involvement of planning and managing events during the semester. Prereq: Must have completed 48 or more credit hours. Sp, F

335 Sport Publicity and Promotion (3) Introduces responsibilities of a college sports information director or professional sports public relations director including media writing, sports photography, broadcast interviewing, press conferences, statistics, as well as creating new sporting events, promotion materials, and web pages. Provides hands-on experience with the University's athletic programs. Prereq: PED 333 or consent of instructor. Sp

336 Governance and Ethics in Sport (3) Encourage students to integrate management and ethical theory with governance and policy development practices. Introduction to the power and politics, as well as the ethical problems, dilemmas, and conflicts within these sport organizations; the basics of managerial activities necessary for governance and policy development; and the structure and function of the various organizations and the ethical problems, dilemmas, and conflicts within these sport organizations. Prereq: Must have completed 48 or more credit hours. Sp

342 Water Safety Instructor (2) Students will receive preparation for certification as an American Red Cross water safety instructor. Prereq: 16 years old, possess a Fundamentals of Instructor Training (FIT) Certificate, completed a precourse session.

371 Applied Kinesiology and Biomechanics (3) This course examines human movement and physical activity from anatomic, kinematic and kinetic perspectives. Prereq: BIOL 121 and BIOL 122. F

381 Care and Prevention of Athletic Injuries (3) The basic fundamentals used by the athletic trainer. Major emphasis on recognition, initial care, and prevention of athletic injuries. Suggested prereq: BIOL 121 and BIOL 122. Sp

382 Community Health (3) A comprehensive understanding of community health is conducted. The problems of community health are investigated. Prevention and intervention programs are examined. Student may be required to fulfill field experience. Sp

383 Kinesiology (3) The study of mechanics of human body movements primarily as it relates to the interrelationships of bones, joints, and muscles. Prereq: BIOL 121 and BIOL 122. Sp, Su, F

385 Methods of Group Exercise Instruction (3) Students will learn to teach exercise routines for a group setting. The course will serve to assist students in preparing for group exercise certification. Sp, F

387 Principles and Applications in Fitness Training for Physical Education Teaching Majors (3) This course is designed to examine traditional and contemporary training methods as it applies to Physical Education. Utilizing exercise principles, students will design safe, effective, and goal-specific protocols for building flexibility, aerobic, anaerobic, plyometrics, speed, and agility training programs for the Physical Education Students and student athletes. Prereq: BIOL 121 and BIOL 122. F

388 School Health (3) This course seeks to present the background, content, and strategies necessary for teaching health education as part of a comprehensive school health program. Students may be required to fulfill field experiences at a local school. F

390 Special Topics in Physical Education (1-3) The purpose of the course is to provide students with an opportunity to do personal research in a specialized area in physical education. A maximum of three hours can count toward elective requirements.

391 Biomechanics (3) An analysis of movement tasks and their relationship to each other. To apply the kinematic (velocity and acceleration) and kinetic (force) concepts for the mechanical analysis of human movement. Prereq: BIOL 121 and BIOL 122. Sp, F

392 Adapted Physical Education (3) A study of dysfunctions and characteristics of people with atypical performances. Basic concepts and techniques of modifying physical activity for people with special needs. Prereq: PED 200-level classes. F

394 Measurement and Evaluation in Physical Education (3) This course describes the development and implementation of physical and cognitive tests in physical education and exercise science. Included in this course are techniques for data analysis and student assessment through the use of current, basic testing, and statistical procedures. Prereq: PED 200-level classes. Sp, F

395 Curriculum Construction in Physical Education (3) Planning programs, units, and lessons in physical education to achieve long-and short-term curriculum goals. Prereq: PED 200-level classes, pass PRAXIS I, and 2.75 cum GPA. Note: student must provide evidence of passing PRAXIS I. F

396 Teaching Physical Education (4) Provide students with the basic information related to teaching middle/secondary school physical education. Students will participate in an eight week field experience in a middle and/or secondary school setting. Students will develop complete lessons that are safe, developmentally appropriate while ensuring maximum participation by all students and using resources effectively. Prereq: Admission to Teacher Education. Sp

402 Teaching Strategies for Health (3) This course is designed to desensitize subject matter often considered taboo, sensitive, or controversial. Students will investigate current theory, pedagogy, and their own attitudes to the topics covered including AIDS, homosexuality, obesity, death and dying, eating disorders, and issues in sexuality. Unit plans for teaching will be developed. Student may be required to fulfill field experience. Prereq: PED 388. NCI Sp

431 Principles and Problems of Coaching (3) Examines the basic philosophies and concepts of coaching. Attention is focused on the background information of coaching in general rather than on specific sports. Topics and study include the background for athletics, program organization, conditioning, motivation, and public relations as they relate to the coaching position. Sp, F

Course Descriptions for PED 432, PED 434, PED 436, PED 437, PED 438.

The components of coaching each sport will be analyzed from the perspective of the coach. Topics will include conditioning, fundamentals, team strategy, tournaments, meets and matches, and rules and their application to game play.

432 Coaching Baseball (2)
434 Coaching Volleyball (2)
436 Coaching Football (2)
437 Coaching Basketball (2)
438 Coaching Soccer (2)

451 Legal Aspects of Sport (3) Informs students planning to enter sport management positions about the legal right, legal duties and responsibilities, liability prevention, alternatives to litigation, and actions to pursue if involved in a suit. Prereq: Must have completed 48 or more credit hours. F

452 Sport Finance and Economics (3) Examines the basic financial and managerial accounting concepts including sources of revenue for financing, principles of budgeting, spreadsheet utilization, and financial management of sport facilities. Additional topics include fundraising principles and methods, economic impact principles and their application to sport venues and events within intercollegiate, inter-scholastic, health and fitness facilities, stadiums, and arenas. Prereq: Must have completed 48 or more credit hours. Sp

471 Assessment Strategies in Physical Education (3) This course presents various assessment strategies in the psychomotor, cognitive, and affective domains. Basic statistical analysis is presented as well as practical experience in developing and administering tests. Students will interpret test results and create plans for advancement and/or remediation. Prereq: Admission to Teacher Education. F

481 Physiology of Exercise (3) Analysis of the factors and principles involved with the physiological function of the human body during exercise, as well as the adaptations associated with physical training and the acute and chronic responses to exercise. The course includes laboratory experiences demonstrating these principles. Prereq: BIOL 121 and BIOL 122. Sp, F, Su

484 Exercise Testing and Prescription (3) A study and application of the principles, techniques, and tools used to assess levels of wellness, fitness, prescribe lifestyle modifications, and evaluate individual progress toward goals. Prereq: PED 481. Sp, F

485 Methods of Personal Training (3) This course introduces students to methods of personal training in helping students learn how to work with clients during the initial consultation process, the design of appropriate cardiovascular, strength, and flexibility training programs, and proper orientation techniques. Prereq: BIOL 121 and BIOL 122. F

486 Foundations in Cardiac Rehabilitation (3) This course provides the students with fundamental knowledge and skills related to cardiac rehabilitation with concentration on the design, implementation, and administration of the exercise component of cardiac rehabilitation programs. Prereq: PED 481.

487 Principles and Applications of Fitness Training for Exercise Science Majors (3) Students will focus on developing information geared toward fitness training methods in designing safe, effective, and goal-specific protocols for building flexibility, aerobic, anaerobic, plyometrics, speed, and agility training programs for the general population and those who are athletes. Proper exercise techniques, instructional approaches, common performance errors, and client interaction will be discussed. Prereq: BIOL 121 and BIOL 122. Sp

488 Program Design for Healthy and Special Populations (3) The student will learn to modify exercise for individual and groups based on age, medical conditions, and special needs. The areas covered will include but are not limited to coronary heart disease, diabetes, asthma, obesity, arthritis, pregnancy, and physically and mentally challenged. Prereq: BIOL 121 and BIOL 122. Sp

491 Managing Organizations for Sport and Physical Activity (3) Studies the four functions of management: planning, organizing, leading, and evaluating within sport and physical activity organizations. The four functions of management are applied in developing a potential organization. Prereq: Senior standing. NOI Sp, F

492 Contemporary Issues in Sport and Exercise (3) Enables students to integrate information from their educational experiences to critically examine and analyze contemporary issues in sport and exercise from an interdisciplinary perspective. Current issues, trends, and challenges are presented with the intent of provoking thorough and stimulating debate so students may identify their role in the resolution of issues. Sp, F, Su

493 Emotional Health of Children in Sport (3) This course will review the concepts and principles associated with the emotional development of children and the influence of sports, coaches, parents, and organized games on that development. Prereq: PSY 201, must have completed 48 hours, or consent of instructor. NOI F, Sp

494 Program Planning and Evaluation in Health Education (3) This course will introduce students to terminology, theories, models, and tools for planning, implementing, and evaluating programs in health education and health promotion. Students will be introduced to a systematic approach to the planning and evaluation of health education

programs, a diagnosis of the social, psychological, educational, and administrative aspects of the health education program, and program monitoring, rigorous methods of impact assessment, and the measurement of efficiency. NCI Sp

495 NASM Personal Training Certification Review (3) This certification review course will be a review of design with exercise program guidelines and variables: protocols for building stabilization, strength, and power programs; and guidance on how to build clientele through professional development. This course is designed to allow students to obtain a NASM personal training certification. Prereq: BIOL 121 and BIOL 122. Su

498 Internship in Sport Management (9) Students work at least 450 hours under the supervision of a professional within an approved sport-related organization. Prereq: Completed required courses in sport management major. Su

499 Practicum (3-5) Practical experience in an area of professional preparation. Prereq: Must have completed required courses in major. Sp, F, Su

DEPARTMENT OF SOCIAL WORK

The Department of Social Work offers a minor in Social Work, a Bachelor of Social Work (BSW), and a Master of Social Work (MSW).

BACHELOR OF SOCIAL WORK

The Bachelor of Social Work program is designed for students who desire a professional degree in preparation for entry into social work positions within local, state, and federal social service agencies and programs. This program is fully accredited by the Council on Social Work Education. Students graduating from the program will possess a solid liberal arts foundation through the University Core Curriculum integrated with professional social work knowledge. The principal educational objective of the program is to prepare students for beginning competency-based social work practice. The focus of the program is to prepare generalist bachelor's level practitioners with the knowledge, skills, and ethical principles needed for work with diverse populations. Students will be prepared to work with a variety of client systems including: individuals, families, groups, organizations, institutions, communities, and society in general.

Curriculum content is carefully constructed to expose students to the following core knowledge areas:

- social welfare issues and policies
- human behavior in the social environment
- social systems theory
- knowledge and skills in conducting social work research
- problem-solving theory and methodology
- generalist intervention model
- knowledge of client populations
- knowledge of social service programs and agencies
- human diversity
- oppression and discrimination
- at-risk populations
- promotion of social and economic justice

- professional social work values and ethics
- practice/intervention skills and integrative field experience

Additionally, the program places great emphasis upon professional self-development and growth, and the 10 core competencies of professional social work practice.

Admission

The philosophy of the program is geared toward preparing the highest-quality professional for the social work field. Therefore, students interested in a major in social work must be admitted into the program. The student must satisfy the following requirements for admission:

- Students are required to review and update their student academic file in the Social Work Department at the start of the application process. Included in the file should be a current copy of all college and university transcripts for each institution the student has attended.
- A cumulative GPA of 2.75 on a 4.0 scale is required for admission to the social work program. The prerequisite courses must be completed by the beginning of the semester a student plans to enroll in courses identified for majors only.
- Completion of the following 12 hours of social work prerequisite courses with a 2.75 GPA and a grade no lower than C in each class. (At least two of the courses must have an official grade at the time an application is submitted.)
 - SOCW 221 Introduction to Social Work, 3 hours
 - SOCW 222 Social Welfare: Emergence of the Social Services, 3 hours
 - SOCW 239 Human Behavior and the Social Environment, 3 hours
 - SOCW 241 Social Work Intervention, 3 hours
- Completion of 36 hours of University Core Curriculum (UCC) courses with a minimum grade of C in each of the following courses:
 - Composition – one English Composition course
 - Students must take one three hour course from B1 Ethics, or B2 The Arts, or C4 Western Culture
 - Science – one Biology of Human Concern course
 - Individual Development/Social Behavior
 - PSY 201 – Introduction to Psychology
 - PSY 261 – Lifespan Development Psychology
 - SOC 121 – Principles of Sociology
 - SOC 231 – Social Problems
 - POLS 101 – Introduction to Political Science; or
 - POLS 102 – Introduction to American Politics.
 Students who attend a junior college may take State and Local Government. (Only six hours from the above list may be applied to the UCC. Psychology 261 is not a UCC course.)
- Math 100 – A math class at 100 level or higher with a minimum grade of C.
- Transfer students will be evaluated on an individual basis. They must meet the minimum course work requirement(s) or their equivalent(s) to be eligible for admission to the program.
- Completion of the application is required. It is the applicant's responsibility to provide all materials to the Social Work Department by the application deadline. The application

- must be complete to be reviewed by the admission committee.
- A personal interview and/or additional evaluative data may be required of applicants.

NOTE: The program does not grant academic credit for life or work experience in lieu of social work courses or field content. Students must complete all University Core Curriculum requirements, including ECON 175, to complete the BSW program.

The evaluation process will focus on academic standards and additional criteria, including evidence of a commitment to social work values, basic understanding of social work, professional attitude, and evidence of good writing and oral communication skills.

All eligible students are invited to apply. The program actively encourages minorities and students from diverse backgrounds to apply. The program does not discriminate on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, or disability.

Upon completion of the application process, students will be notified of the admission decision in writing. It should be noted there is a “cap” on admissions; only a limited number of qualified students are admitted each year. Students denied admission into the Bachelor of Social Work program shall have the right of appeal. Students who are admitted into the program must achieve a C+ or better in all social work classes, with the exception of statistics in which a C or better is required, and a minimum overall grade point average of 2.75 on a 4.0 scale. Students who fail to progress in their course work for more than one semester will be required to reapply to the program. Students who are not enrolled for two semesters or longer will be required to graduate under the bulletin in effect at the time they re-enter.

Major – Social Work

51 credit hours

Required courses:

SOCW 221	Introduction to Social Work	3
SOCW 222	Social Welfare-Emergence of the Social Services	3
SOCW 239	Human Behavior and the Social Environment	3
SOCW 241	Social Work Intervention	3
SOCW 325	Introduction to Social Work Statistics	3
SOCW 326	Introduction to Social Work Research	3
SOCW 340	Communications Skills	3
SOCW 341	Social Welfare Policy-Program and Service Delivery Analysis	3
SOCW 342	Social Work Practice with Micro Systems I	3
SOCW 343	Social Work Practice with Micro Systems II	3
SOCW 344	Social Work Practice with Macro Systems	3
SOCW 401	Social Work Practicum I	3
SOCW 402	Social Work Practice I-Integration Seminar for Social Work Practicum I	3
SOCW 411	Social Work Practicum II	6
SOCW 412	Social Work Practice II-Integration Seminar for Social Work Practicum II	3
SOCW 413	BSW Project Research Study	3

A student must be admitted to the social work program before enrolling in courses designated for majors only.

Social Work electives:

The following courses are not part of the required core and are open to all students:

SOCW 223	Introduction to Gerontology	3
SOCW 225	Child Welfare Services	3
SOCW 238	Disabilities in Contemporary Society	3
SOCW 323	Social Work Practice with the Aged	3
SOCW 390	Independent Study in Social Work	1-3
SOCW 392	Global Social Work	3
SOCW 400	Special Topics in Human Service Practice	3

Minor – Social Work

18 credit hours

Required courses:

SOCW 221	Introduction to Social Work	3
SOCW 222	Social Welfare	3
SOCW 239	Human Behavior and the Social Environment	3
SOCW 241	Social Work Intervention	3

Elective Courses:

Six (6) hours selected from the following list of courses, three (3) of the hours must be at the 300-400 level:

SOCW 223	Introduction to Gerontology	3
SOCW 225	Child Welfare Services	3
SOCW 238	Disabilities in Contemporary Society	3
SOCW 323	Social Work Practice with the Aged	3
SOCW 390	Independent Study in Social Work	1-3
SOCW 392	Global Social Work	3
SOCW 400	Special Topics in Human Service Practice	3

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

221 Introduction to Social Work (3) This course is an introduction to the field of social work. The class is designed to expose the student to the profession of social work, an overview of systems theory, and the relationship of the social worker to the overall social welfare system. The course will emphasize a core understanding of generalist social work practice, the NASW Code of Ethics, and the social work roles needed to impact systems to solve human problems. Special emphasis will be placed on helping the student to develop an understanding and appreciation for diverse cultures, social and economic justice, disabilities, and populations at risk. Open to all students. No prereq. F, Sp, Su

222 Social Welfare: Emergence of the Social Services (3) This course explores the philosophical and historical evolution of the American social welfare system. Course content will cover public and voluntary efforts to deal with poverty and other social problems. Theories of political influence on social change are addressed. Content on social justice, oppression, discrimination, spirituality, and diversity are included. Open to all students. Prereq: SOCW 221, or permission of instructor. F, Sp

223 Introduction to Gerontology (3) This is an introductory course to the field of gerontology with an emphasis on programs, resources, and services provided to older populations. Open to all students. No prereq. Sp

225 Child Welfare Services (3) This introductory course provides a survey of child welfare services in the human services field. Various services are examined including child abuse and neglect, adoption, foster care, and family support services. Open to all students. No prereq. F, Sp

238 Disabilities in Contemporary Society (3) This course explores important issues regarding disabilities in contemporary society. The history of treatment of people with disabilities will be explored with an emphasis on the implications of this history in current programs and services. Special focus will be placed on a critical analysis of the assumptions that support contemporary thinking about disabilities and the service delivery systems based on these assumptions. The range of disabilities addressed will include developmental, adventitious, hidden, and visible. Open to all students. No prereq. Sp

239 Human Behavior and the Social Environment (3) This course is designed as a focal point of integration for human behavior content already encountered in life span development, biology of human concern, and social work courses required of pre-majors. The overall goal of this course is to assist the student in understanding the “person-in-environment” and systems concepts when working with individuals, families, and groups. This course will provide opportunities for the student to understand the biological, psychological, sociological, and spiritual aspects of individuals as well as other cultures and minority groups. As a result, students will be able to integrate these components of human behavior as generalist social workers. Prereq: SOCW 221, SOCW 222, SOC 121, PSY 201, PSY 261, and BIOL 105. F, Sp, Su

241 Social Work Intervention (3) Basic introduction to generalist social work practice and its various modes of intervention. The course gives the student a frame of reference for analyzing various systems encountered in social work practice and an opportunity to experience some of the concepts, skills, value systems, and activities which are the foundation of the practice of social work. Prereq: SOCW 221, SOCW 222, PSY 201, PSY 261, SOC 121, and BIOL 105. F, Sp, Su

233 Social Work Practice with the Aged (3) This course is designed to give the student an overview of the variety of social, psychological, physical, economical, and environmental issues that confront our aging population today. Students will be exposed to a number of social work generalist roles, primary prevention strategies, and relevant social work interventions which are based on major theoretical approaches in working with this population. Open to all students. No prereq. F

325 Introduction to Social Work Statistics (3) This basic statistics course is designed to expose students to descriptive and inferential statistical measurements. The course will overview various methods of data collection, analysis, and presentation. Research methodology and related issues will be examined as they pertain to the social work researcher and more specifically, the social work practitioner. Prereq: SOCW 221 and MATH 100. Open to social work majors and pre-majors or consent of instructor. F, Sp, Su

326 Introduction to Social Work Research (3) The course is designed to expose the student to the fundamentals of social work research methodology. Students will gain basic skills and knowledge related to hypothesis development, sampling procedures, research methodology, measurement processes, and evaluative procedures. Careful attention will be paid to research methodology used by the social work professional to evaluate macro and micro practice situations and program development. Prereq: SOCW 325 and open to social work majors and pre-majors or consent of instructor. Sp, Su

340 Communications Skills (3) A laboratory experience that engages students in experiential learning situations which enhance interpersonal communication and professional interviewing skills essential to the helping professions. Variables including culture, race, gender, age, ethnic background, disability, and social and economic justice will be examined as they impact the professional communications process. Open to social work majors only. F

341 Social Welfare Policy-Program and Service Delivery Analysis (3) Social work is a policy-based profession and this course takes the student through the analysis of policy as it affects the practice of social work. The student will study the historical, social, political, and economical aspects of social welfare policy and engage in the analysis of a social welfare policy. The course also will be examining the impact of policy change on both diverse groups and populations at risk. Open to social work majors only. F

342 Social Work Practice with Micro Systems I (3) This course is designed to build knowledge and develop the skills needed to work with individuals in a variety of settings. Generalist practice intervention is used as a model to help the student in understanding and completing assessments and in developing intervention plans among diverse populations and populations at risk. The student also will explore ethical and value issues that confront the social worker. Open to social work majors only. F

343 Social Work Practice with Micro Systems II (3) The purpose of this course is to train student social workers in group methods that will be utilized in generalist social work practice situations. The types of social group work are covered, the history of group work, and the skills needed to be an effective group leader are presented. Students also will be exposed to group work with both diverse groups and/or populations at risk. Open to social work majors only. Sp

344 Social Work Practice with Macro Systems (3) The macro course prepares social work students to facilitate planned changes in the community and within agencies. Social work macro practice theory and strategies will be presented to students in the course. The student will demonstrate learning by identifying a problem or need in the community, developing an implementation plan based on solid research, and carrying out the implementation plan and evaluating the results. Open to social work majors only. Sp

390 Independent Study in Social Work (1-3) This course is intended for the examination of special topics in social work on an individual basis. Topics will be developed and examined on an arranged basis in agreement with the student and the supervising faculty member. Research will culminate in a scholarly paper submitted by the student. Prereq: social work junior standing and consent of instructor. F, Sp, Su

392 Global Social Work This course is designed for students seeking to increase their global awareness by engaging in social service work outside the United States. Included in the course is a visit to another country where students will apply social work skills and values through service learning activities. Prereq: SOCW 221, permission of instructor, and sophomore standing. This course fulfills the requirement for Core Curriculum (C5) Global Communities. Sp

400 Special Topics in Human Service Practice (3) This course provides students exposure to a variety of selected topics of current interest and importance in human service delivery. These topics will change with the interests of faculty and students. Prereq: Sophomore standing. F, Sp, Su

401 Social Work Practicum I (3) An experiential, on-site supervised learning opportunity consisting of a minimum of 150 contact hours per semester or approximately 12 hours per week in a local social service agency approved by the director of field in the Social Work Department. The student will be exposed to the actual skills and behavior of the professionals in social work and will have the opportunity of testing newly formed values and knowledge. Open to social work majors only. Must be taken concurrently with SOCW 402. Prereq: Senior standing and consent of the director of field. F

402 Social Work Practice I-Integration Seminar for Social Work Practicum I (3) The focus is on integrating classroom knowledge content as it relates to the issues of the field practicum. Open to social work majors only. Must be taken concurrently with SOCW 401. Prereq: Senior standing and consent of the director of field. F

411 Social Work Practicum II (6) Course provides supervised experiential learning external to the classroom. A minimum of 300 contact hours per semester or approximately 20 hours per week are spent in a community social service agency or related organization to develop social work skills and gain supervised practice in performing the role of social worker. Open to social work majors only. Must be taken concurrently with SOCW 412. Prereq: Senior standing, completion of all social work major courses except 412 and 413, and consent of the director of field. Sp

412 Social Work Practice II-Integration Seminar for Social Work Practicum II (3) Focus is on providing field students the opportunity of resolving issues encountered in the practicum by consulting with their peers. Under the direction of the faculty, the students participate in consultation/training and peer interaction to enhance the learning gained in the field practicum. Open to social work majors only. Must be taken concurrently with SOCW 411. Prereq: Senior standing, completion of all social work major courses except 411 and 413, and consent of the director of field. Sp

413 BSW Project-Research Study (3) The student will choose from one of several "Project Options." With the guidance of the social work faculty, students are expected to carefully develop a project which culminates in a "Senior Level" project or research term paper. The paper will be developed in the final semester of the student's senior year. The student must have completed all social work requirements, with the exception of SOCW 411 and 412. Open to social work seniors only. Sp

DEPARTMENT OF TEACHER EDUCATION

The Department of Teacher Education offers programs that offer a balance between focus on academic learning and focus on candidates' ability to respond to each student's cognitive, social-emotional, and cultural needs. Candidates will become proficient in their knowledge of curricula, familiarity with school communities, ability to apply their knowledge to effectively engage students in learning experiences, and ability to implement effective interventions utilizing a data-based decision making framework. Candidates will be prepared to participate in a profession of practice in which teachers are expert practitioners who know how to use the knowledge of the profession to advance student learning and to build their professional knowledge through practice. Programs offered through the Department of Teacher Education utilize a clinical-based model that closely couples practice, content, theory, and pedagogy.

The Reflective Teacher Model provides the conceptual framework that guides programs in the Department of Teacher Education. Coursework and clinical experiences are designed to assure candidate development in the following areas:

- Knowledge of Self: personal values and interpersonal skills are emphasized
- Knowledge of Students: child development, prior experiences, diversity, learning theories, and values are emphasized
- Knowledge of Schools, Communities, and Families: the nature and function of schools is emphasized
- Knowledge of Curriculum: interdisciplinary, subject specificity, and liberal education are emphasized
- Knowledge of Pedagogy: classroom context, student-focused curriculum, differentiated instruction, data-based assessment and management, and instructional technology are emphasized

Because teaching is a profession of practice, the Department of Teacher Education focuses on preparing expert practitioners who know their students, their subject-area content, and pedagogy. Effective practitioners learn these abilities through professional study and by mastering the profession's knowledge base, skills, and dispositions of practice. Clinical practice provides robust opportunities to develop practitioners through expertly mentored experiences in the field and through pedagogically designed practical experiences. A clinically based approach gives teacher candidates the opportunity to integrate theory into practice, to develop and test classroom management and pedagogical skills, to hone their use of evidence in making professional decisions about practice, and to understand and integrate the standards of their professional community.

The Department of Teacher Education offers the following programs:

- the undergraduate majors in early childhood education, elementary education, and special education
- the professional education component for secondary and all-grade teaching majors
- minors in special education, reading, early childhood education, and instructional technology
- the Associate of Science degree program in early childhood education
- Master of Science degree programs in elementary and secondary education
- licensure in educational leadership building-level administrator

The teacher education programs have been approved by the Indiana Department of Education Office of Educator Licensing and Development, the National Council for the Accreditation of Teacher Education, and the North Central Association of Colleges and Secondary Schools. Graduates of the University who successfully complete teacher education programs, pass the licensure exams, and meet any other requirements specified by the Office of Educator Licensing and Development are eligible for teaching licenses in Indiana and other states that recognize the completion of a program approved by the National Council for Accreditation of Teacher Education as a basis for licensure.

Procedures and Regulations for Students in Teaching Programs

Procedures and regulations that govern students pursuing teacher education programs are described in this section. More detailed information may be obtained from the Department of Teacher Education.

A series of four gateways are required as students progress into and through the Teacher Education programs. These gateways are designed to assure clarity in program requirements and the proficiency of teacher candidates licensed by the University of Southern Indiana.

Gateway One: Admission to the Exploration Phase

- 24 credit hours of coursework with a 2.75 GPA
- Demonstrated proficiency in critical reading, writing, and mathematics (Indiana's Office of Educator Licensing and Development standards and benchmarks will be followed.)
- Grade of C or above in all courses applied to the candidate's degree
- Completion or co-enrollment in EDUC 221: Diversity and Equity in Education

Gateway Two: Admission to the Analysis Phase

- Approved application for admission to teacher education submitted on the Tk20 Data Management system
- Grade of C or above in all courses applied to the candidate's degree
- 2.75 GPA
- Completion of admissions interview
- Meets target level expectations on all Exploration Phase artifacts and dispositions

Gateway Three: Admission to Synthesis Phase

- Approved application for student teaching submitted on the Tk20 Data Management system
- Demonstrated proficiency on specialty area examinations in their major (primary) and minor (supporting) teaching fields, as required by the Indiana Office of Educator Licensing and Development (currently Praxis II)
- Grade of C or above in all courses applied to the candidate's degree
- 2.75 GPA
- Interview and graduation checkout
- Meets target level expectations on all Analysis Phase artifacts and dispositions

Gateway Four: Approval for Licensure

- Confirmed acceptable dispositions for licensure
- Meets target level expectations for Teaching Candidacy Placement
- Meets target level expectations for Synthesis Phase artifacts
- Successful completion of all licensure coursework
- Submission of Licensure Application
- CPR Certification (Required by the Indiana Office of Educator Licensing and Development)

Current information regarding application procedures and downloadable forms are available on the University web site under Teacher Education at www.usi.edu.

Clinical Practice and Field Experiences

Clinical practice and field experiences provide opportunities for students to obtain extended realistic experiences in schools. The full-time program of co-teaching makes possible meaningful contacts with all aspects of the teacher's work.

Clinical practice and field experiences provide opportunities for prospective teachers to work in classroom settings during their entire teacher education program. These experiences are provided in conjunction with each phase of the teacher education programs.

Teacher candidates participate in classroom teaching, faculty planning, extra class activities, and school-community enterprises. The co-teaching program is designed to help the teacher candidate develop a working philosophy of education and acquire the basic skills needed to enter the profession of teaching. **Co-teaching requires admission to the Synthesis Phase and application for school/clinical site placement.**

Application for Student Teaching

At the beginning of the spring semester of the year preceding the year in which a student plans to student teach, the student is required to file an application for student teaching. Information is available on the University web site under Teacher Education.

University Core Curriculum Requirements

For baccalaureate degree programs in Early Childhood Education, Elementary Education, and Special Education, students complete the University Core Curriculum requirements. Exceptions to these requirements include the following (contact the department office for further information):

Early Childhood Education (Preschool/Primary)

- A2. MATH 103 and MATH 202 are required
- C1. Course in American History (HIST 101, 102, 130 or EDUC 173) is required
- C2. EDUC 221 is required
- D. EDUC 433 is required

Elementary Education (Primary/Intermediate)

- A2. MATH 103 and MATH 203 are required
- B3. PED 186 and PED 287 are required
- C1. Course in American History (HIST 101, 102, 130 or EDUC 173) is required
- C2. EDUC 221 is required
- D. EDUC 458 is required

Special Education

- A2. MATH 103 and MATH 203 are required
- C1. Course in American History (HIST 101, 102, 130 or EDUC 173) is required
- C2. EDUC 221 is required
- C4. Hum 241 or HUM 242 is required
- D. EDUC 424, EDUC 425, EDUC 426 or EDUC 427 is required

EARLY CHILDHOOD EDUCATION

The University of Southern Indiana offers both bachelor's and associate's degree programs to prepare teachers of young children.

Associate of Science Degree – Early Childhood Education

64 hours

The Associate of Science degree in early childhood education is a program designed to give prospective preschool teachers and child care workers the understanding in child development and the practical experiences needed to work effectively with young children. Students who complete this program will be prepared for employment in public school child care facilities, and other child care facilities such as day care centers, day care homes, private and cooperative nursery schools, church-affiliated programs, and Head Start classrooms. Students completing the associate degree also would be eligible to apply many of the completed courses toward a bachelor's degree in early childhood education or elementary education.

Early Childhood Education – Associate Degree Requirements

64 hours

University Core Curriculum Courses 24-25 hours

A. The Mind: Enhancement of Cognitive Development	9
A1. Composition and Speech	9
B. The Self: Enhancement of Individual Development	5-6
Select two B Categories	
B1. Ethics	3
B2. The Arts	3
B3. Health/Fitness	2
C. The World: Enhancement of Cultural and Natural Awareness	9-10
Select three C Categories	
C1. History	3
C2. Individual Development/Social Behavior (EDUC 221 is included in professional education courses)	3
C3. Science	3-4
C4. Western Culture	3
C5. Global Communities	3

Professional Education (Required Courses)

EDUC 203	Introduction to Children's Literature	3
EDUC 221	Diversity and Equity in Education	3
EDUC 241	Early Childhood Education	3
EDUC 242	Growth and Development: Early Childhood	3
EDUC 246	Language and Literacy in the Early Years	3
EDUC 255	Growth and Development: Infants and Toddlers	3
EDUC 256	Guidance of Young Children	3
EDUC 261	Special Needs: Early Childhood Education	3
EDUC 272	Health, Safety, Nutrition for the Young Child	3
EDUC 344	Family, School, Community Partnerships	3
EDUC 351	Music, Movement, Play, and Expressive Arts	3
EDUC 355	Practicum in Early Childhood Education	3
EDUC 386	Early Childhood Curriculum and Instruction	3

Specialty Electives (Optional)

EDUC 285	Early Childhood: Program Administration	3
EDUC 340	Special Topics in Early Childhood Education	3
EDUC 348	School-age Child Care	3
EDUC 359	Practicum Topics in Early Childhood Education	3
EDUC 490	Special Topics: Early Childhood Administration	3

NOTE: No grade below C will count toward a degree in this program and a minimum cumulative grade point average of 2.5 must be maintained. Admission to teacher education and education course prerequisite requirements do not apply to this degree.

Early Childhood Education – Bachelor of Science/Bachelor of Arts Degree Requirements

The student who desires to become a licensed early childhood teacher will complete the following minimum course of study that leads to a Bachelor of Science degree and the Indiana teaching license in the areas of (1) preschool and (2) elementary-primary (grades K-3). A Bachelor of Arts degree may be earned when the appropriate amount of credit in a foreign language is earned.

Early Childhood Education

University Core Curriculum Requirements

The Mind: Enhancement of Cognitive Development	13
A1. Composition and Speech	9
A2. Mathematics	4
Must include MATH 202 (MATH 103 prerequisite)	
The Self: Enhancement of Individual Development	8
B1. Ethics	3
B2. The Arts	3
B3. Health/Fitness	2
The World: Enhancement of Cultural and Natural Awareness	26-27
C1. History	3
C2. Individual Development/Social Behavior	6
Must include EDUC 221 (3)	
C3. Science (at least one lab course)	8-9
C4. Western Culture	6
C5. Global Communities	3
The Synthesis: Integration and Application of Knowledge	3

Early Childhood Professional Education (Required Courses)

In addition to the University Core Curriculum, student should complete the following professional education courses and special subject courses:

EDUC 203	Introduction to Children's Literature	3
EDUC 241	Early Childhood Education	3
EDUC 242	Growth and Development: Early Childhood	3
EDUC 255	Growth and Development: Infants & Toddlers	3
EDUC 256	Guidance of Young Children	3
EDUC 261	Special Needs: Early Childhood Education	3
EDUC 272	Health, Safety, and Nutrition for the Young Child	3
EDUC 344	Family, School, and Community Partnerships	3
EDUC 355	Practicum in Early Childhood Education	3
EDUC 378	Literacy Methods I	3
EDUC 386	Early Childhood Curriculum and Instruction	3

Electives (Students choose from one of the following choices)

EDUC 246	Language and Literacy in the Early Years	3
EDUC 351	Music, Movement, Play, and Expressive Arts	3
EDUC 356	Science and Math (Kindergarten/Primary)	3
EDUC 357	Expressive Arts/Social Studies (Kindergarten/Primary)	3

Student teaching:

EDUC 439	Classroom Management through Data-based Decision Making	6
	Supervised Teaching in Early Childhood Education	6

Specialty Areas (Optional)

Special Needs: EDUC 206, EDUC 261, EDUC 315, EDUC 359
 Infant/Toddler: EDUC 255, EDUC 257, EDUC 261, EDUC 359
 School Age: EDUC 340, EDUC 348, EDUC 359

ELEMENTARY EDUCATION

**Elementary Education – Bachelor of Science/
 Bachelor of Arts Degree Requirements**

The program in Elementary Education will successfully prepare candidates with concentration in both professional education and pedagogy and content area expertise. Building upon the general education provided in the University Core Curriculum, candidates will be given the opportunity to learn and demonstrate developmentally appropriate literacy practices; differentiated instructional practices with special attention to English as a New Language and exceptional needs; classroom and behavior management processes; data-based curriculum, instruction, and assessment strategies; and developmentally and culturally responsive practices that utilize a variety of instructional technologies. The candidate who desires to become an elementary school teacher will complete the following program requirements resulting in a Bachelor of Science. A Bachelor of Arts degree may be earned when the appropriate amount of credit in a foreign language is earned in the completion of UCC category C4.

Elementary Education

University Core Curriculum Requirements

A. The Mind: Enhancement of Cognitive Development	12
A1. Composition and Speech	9
A2. Mathematics	3
Must include MATH 203 (MATH 103 prerequisite)	
B. The Self: Enhancement of Individual Development	9
B1. Ethics	3
B2. The Arts	3
B3. Health/Fitness	3
Must include PED 186 and PED 287	
C. The World: Enhancement of Cultural and Natural Awareness	26-27
C1. History	3
Must be a U.S. History (HIST 101, 102, 130, or EDUC 173)	
C2. Individual Development/Social Behavior	6
Must include EDUC 221 (3)	
C3. Science (at least one lab course)	8-9
C4. Western Culture	6
C5. Global Communities	3
D. The Synthesis: Integration and Application of Knowledge	3
Must include EDUC 458	

Major – Elementary Education Requirements

In addition to the University Core Curriculum, candidates should complete the following professional education courses for licensure in the elementary school setting (K-6).

Professional Education and Special Subject Requirements for Elementary (K-6) 24

EDUC 203	Introduction to Children's Literature	3
EDUC 354	Practicum in Elementary Education	3
EDUC 373	Teaching Science in the Elementary School	3
EDUC 378	Literacy Methods I	3
EDUC 388	Teaching Social Studies in the Elementary School	3
MATH 392	The Teaching of Elementary School Mathematics	3
EDUC 413	Exceptional Needs Instructional Strategies I	3

Elective in Advanced Curriculum and Instruction: Student will select one (1) of the following:

EDUC 206	Introduction to Exceptionalities	3
EDUC 214	Instructional Technology in Education	3
EDUC 344	Family, School, Community Partnerships	3
EDUC 351	Music, Movement, Play, and Expressive Arts	3
EDUC 356	Science and Math (Kindergarten/Primary)	3
EDUC 357	Expressive Arts/Social Studies (Kindergarten/Primary)	3
EDUC 366	Educational Assessment	3
EDUC 398	Literacy Methods II	3

Elementary Education Licensure Sequence 24

EDUC 292	Explorations in Elementary Education and Schooling	6
EDUC 382	Elementary Analysis of Curriculum and Instruction	6

Student Teaching:

EDUC 439	Classroom Management through Data-based Decision Making	6
EDUC 471	Supervised Teaching Elementary-Primary	6
or		
EDUC 472	Supervised Teaching Elementary-Intermediate	6

Content Area Minor 24

Minor in one of the following approved content area programs:

- Early Childhood Education
- Instructional Technology
- Fine Arts
- Physical Education
- Reading
- Mathematics
- Science
- Special Education

SPECIAL EDUCATION

**Special Education – Bachelor of Science/
 Bachelor of Arts Degree Requirements**

The student who desires to become a special education teacher will complete the following minimum course of study that leads to a Bachelor of Science degree and initial practitioner Indiana license in exceptional needs: mild intervention, as well as Language Arts K-8, and reading K-12. A Bachelor of Arts degree may be earned when the appropriate amount of credit in a foreign language is earned. Special education majors are encouraged to also complete a teaching minor.

Special Education

University Core Curriculum Requirements

A. The Mind: Enhancement of Cognitive Development	12
A1. Composition and Speech	9
A2. Mathematics	3
Must include MATH 203 (MATH 103 prerequisite)	
B. The Self: Enhancement of Individual Development	9
B1. Ethics	3
B2. The Arts	3

B3.	Must include ENG 265	3
	Health/Fitness	3
	Must include PED 186 and PED 287	
C. The World: Enhancement of Cultural and Natural Awareness	26-27	
C1.	History	3
	Must be a U.S. History (HIST 101, 102, 130, or EDUC 173)	
C2.	Individual Development/Social Behavior	6
	Must include EDUC 221 (3)	
C3.	Science (at least one lab course)	8-9
C4.	Western Culture	6
C5.	Global Communities	3
D. The Synthesis: Integration and Application of Knowledge	3	
	Must include EDUC 438	

Major – Special Education Requirements

Exploration Phase Courses:

EDUC 206	Introduction to Exceptionalities	3
EDUC 261	Special Needs: Early Childhood Education	3
EDUC 315	Management for Students with Exceptional Needs	3

Analysis Phases Courses:

EDUC 411	Exceptional Needs: Legal and Contemporary Issues	3
EDUC 423	Collaborative Partnerships: The Inclusive Classroom	3
EDUC 413	Differentiated Instruction I: Elementary	3
EDUC 421	Exceptional Needs Practicum I: Elementary	2
EDUC 418	Differentiated Instruction II: Secondary	3
EDUC 422	Exceptional Needs Practicum II: Secondary	2
EDUC 490	Special Topics: Issues and Trends in Special Education	3

Synthesis Phase: Select two school levels from Supervised Teaching

EDUC 424	Supervised Teaching: Elementary Primary	6
EDUC 425	Supervised Teaching: Elementary Intermediate	6
EDUC 426	Supervised Teaching: Middle School	6
EDUC 427	Supervised Teaching: High School	6
EDUC 439	Classroom Management through Data-based Decision Making	6

Teaching Minors and Content Areas: Elementary Education

The following minors and endorsements supplement the elementary teaching licensure and may be recorded on the license.

- Early Childhood Education Content
- French
- German
- Instructional Technology
- Mathematics
- Physical Education
- Reading
- Science
- Social Studies
- Spanish
- Special Education
- Fine Arts

The student is directed to the minor pattern as described in the appropriate department.

Instructional Technology

24 credit hours

This program prepares a candidate to serve as a technology leader at the building or district level.

See the Licensing Advisor for information about the Instructional Technology Content Area.

Course Requirements:	24 hours	
EDUC 214	Instructional Technology in Education	3
EDUC 4/565	Instructional Technology Integration	3
EDUC 4/566	Authoring Educational Multimedia Resources	3
EDUC 4/567	The Internet in Education	3
EDUC 4/568	Instructional Technology Administration	3
EDUC 4/569	Special Topics in Computer Education	3
Electives:	6 hours	
Contact the Teacher Education Licensing Advisor to select courses.	3	

Reading Minor – Teaching

24 credit hours

This program has been designed to prepare the student for professional work in the area of reading. The minor in reading is an excellent area of specialization for both prospective elementary and secondary teachers.

Course Requirements:	24 hours
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Foundations of Literacy

EDUC 203	Introduction to Children's Literature	3
EDUC 378	Literacy Methods I	3

Diagnosis and Correction of Reading Difficulties

EDUC 398	Literacy Methods II	3
EDUC 455	Diagnostic Teaching of Reading	3

Literacy and Diversity

EDUC 204	Teaching Writing in Diverse Classrooms K-8: Research-Based Practices Across the Curriculum	3
EDUC 381	Literacy, Language, and Culture	3

Electives in Reading: Choose Two (2) of the following

EDUC 440	Current Trends in Reading	3
EDUC 441	Young Adult Literature	3
EDUC 442	Advanced Children's Literature	3
EDUC 480	Diversity in Children's Literature	3
One (1) of the following: ENG 105, ENG 255, ENG 265, or ENG 330		3

Special Education Minor

25 credit hours

The program allows a teaching candidate to add exceptional needs mild intervention content area minor in conjunction with an early childhood education, elementary education, or a middle/high school content area teaching major.

Course Requirements:	24 hours
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Exploration Phase Courses:

EDUC 206	Introduction to Exceptionalities	3
EDUC 315	Management for Students with Exceptional Needs (Students must complete EDUC 292 or EDUC 293 prior to enrolling.)	3

Analysis Phase Courses:

EDUC 411	Exceptional Needs: Legal and Contemporary Issues	3
EDUC 413	Differentiated Instruction I: Elementary	3
EDUC 421	Exceptional Needs Practicum I: Elementary	2
EDUC 423	Collaborative Partnerships: The Inclusive Classroom	3
EDUC 418	Differentiated Instruction II: Secondary	3
EDUC 422	Exceptional Needs Practicum II: Secondary	2

Elective Choose one (1) of the following

EDUC 490	Special Topics: Issues and Trends in Special Education	3
EDUC 381	Literacy, Language, and Culture	3
EDUC 398	Literacy Methods II	3

Elementary Education Content (K-6) Minor

24 credit hours

This minor is for students who hold or are working toward a teaching license in something other than elementary education and wish to add an elementary “content” minor. This program includes preparation for teaching in the elementary school setting. Students interested in acquiring a license to teach in the elementary school setting should see the University’s teacher licensing advisor in the Department of Teacher Education for program information.

Course Requirements (K-6):	24 hours
EDUC 203 Introduction to Children’s Literature	3
EDUC 206 Introduction to Exceptionalities	3
EDUC 373 Teaching Science in the Elementary School	3
EDUC 378 Literacy Methods I	3
EDUC 388 Teaching Social Studies in the Elementary School	3
EDUC 398 Literacy Methods II	3
MATH 392 The Teaching of Elementary School Mathematics	3
EDUC 354 Practicum in Elementary Education	3
Concurrent enrollment in two of the following: EDUC 373, EDUC 388, EDUC 378, or MATH 392	

Early Childhood Education Content Area Minor

24 credit hours

This minor is for students who hold or are working toward a teaching license in something other than early childhood education and wish to add an early childhood “content” minor. This program includes preparation for teaching in the early childhood (P-3) setting. Students interested in acquiring a license to teach in the early childhood setting should see the University’s teacher licensing advisor in the Department of Teacher Education for program information.

Course Requirements:	24 hours
EDUC 241 Early Childhood Education	3
EDUC 243 Observation, Assessment, and Documentation	3
EDUC 246 Language and Literacy in the Early Years	3
EDUC 272 Health, Safety, and Nutrition for the Young Child	3
EDUC 344 Family, School, and Community Partnerships	3
EDUC 351 Music, Movement, Play, and Expressive Arts (Prereq: EDUC 242)	3
EDUC 356 Science and Math (Kindergarten/Primary) (Prereq: EDUC 242)	3
EDUC 357 Expressive Arts/Social Studies (Kindergarten/Primary) (Prereq: EDUC 242)	3

Early Childhood Education Licensure Minor

27 credit hours

This minor is for students who hold or are working toward a teaching license in something other than early childhood education and wish to add early childhood licensure. It is also for those who have a non-education baccalaureate degree seeking licensure in the Initial Licensure Alternative Route Program. The Early Childhood Education Licensure Minor includes preparation for teaching in the early childhood (infant through age eight) setting. Students interested in acquiring a license to teach in the early childhood setting should see the University’s teacher licensing advisor in the Department of Teacher Education for program information.

Course Requirements: 27 hours

EDUC 221 Diversity and Equity in Education	3
University Core Curriculum Category C2	
Semester 1:	
EDUC 242 Growth and Development: Early Childhood	3
EDUC 261 Special Needs: Early Childhood Education	3
Semester 2:	
EDUC 386 Early Childhood Curriculum and Instruction	3
EDUC 355 Practicum in Early Childhood Education	3
Semester 3:	
EDUC 439 Classroom Management through Data-based Decision Making	6
Student Teaching	6

Elementary Education Licensure Minor (K-6)

27 credit hours

The minor is for students who hold a content major outside the Department of Teacher Education and want to work toward “licensure” in elementary education. This program includes preparation for teaching in the elementary school setting. Students interested in acquiring a license to teach in the elementary school setting should see the University’s teacher licensing advisor in the Department of Teacher Education for program information.

Course Requirements: 27 hours

EDUC 221 Diversity and Equity in Education	3
Pre-requisite or Co-requisite to EDUC 292	
Semester 1:	
EDUC 292 Explorations in Elementary Education and Schooling	6
Semester 2:	
EDUC 382 Elementary Analysis of Curriculum and Instruction	6
Semester 3:	
EDUC 439 Classroom Management through Data-based Decision Making	6
Student Teaching	6

P-12 Education Licensure Minor

27 credit hours

This minor is for students who hold or are working toward a teaching license in the P-12 setting. Physical Education and Fine Arts majors who wish to become licensed to teach will complete this minor program. It is for those who have a non-education baccalaureate degree seeking licensure in the Initial Licensure Alternative Route Program. The P-12 Education Licensure Minor includes preparation for teaching in the elementary setting and secondary setting. Students interested in acquiring a license to teach in the P-12 setting should see the University’s teacher licensing advisor in the Education Center for program information.

Course Requirements 27 hours

EDUC 221 Diversity and Equity in Education	3
University Core Curriculum Category C2	
Co-requisite or Prerequisite for semester 1.	
Semester 1:	
EDUC 292 Explorations in Elementary Education and Schooling	6
Or	

EDUC 283	Explorations in Secondary Education and Schooling	3
EDUC 284	Introductory Clinical Experiences in Secondary Schools	3
Semester 2: EDUC 382	Elementary Analysis of Curriculum and Instruction (EDUC 283 and EDUC 284 prerequisite*)	6
Or EDUC 383 EDUC 384	Secondary Analysis of Curriculum and Pedagogy Advanced Clinical Experiences in Secondary Schools (EDUC 292 prerequisite*)	3 3
Semester 3: EDUC 439	Classroom Management through Data-based Decision Making Student Teaching	6 6

*The prerequisites for the Block Two – Methods (Analysis Phase) are meant to assure that students have an experience in both the Elementary setting and the Secondary setting during the first two blocks of the P-12 Licensure Minor program.

Teaching Areas for All-Grade Education Majors
Physical Education
Visual Arts

Secondary Education Licensure Minor

27 credit hours

The candidate who desires to become a secondary school teacher (Grades 5-12) will complete the following program requirements contributing to a Bachelor of Science. A Bachelor of Arts degree may be earned when the appropriate amount of credit in a foreign language is earned in the completion of UCC category C4.

Candidates completing this program minor will be required to complete field experiences in Block 1 and Block 2 of their programs in the completion of this minor program and in fulfillment of licensing requirements under the Revision to Educator Preparation and Accountability (REPA) Indiana statute.

Course Requirements	27	
EDUC 221	Diversity and Equity in Education University Core Curriculum Category C2: Individual Development/Social Behavior Co-requisite or Prerequisite for semester 1	3

Block 1 – Exploration Phase

EDUC 283	Exploration in Secondary Education and Schooling	3
EDUC 284	Introductory Clinical Experiences in Secondary Schools	3

Block 2 – Analysis Phase

EDUC 383	Secondary Analysis of Curriculum and Pedagogy	3
EDUC 384	Advanced Clinical Experiences in Secondary Schools	3

Block 3 – Synthesis Phase/Student Teaching

EDUC 439	Classroom Management through Data-based Decision Making	6
EDUC 477	Supervised Teaching Junior High/Middle School	6
Or EDUC 473	Supervised Teaching in the Secondary School	6

NOTE: Methods courses in secondary education do not count toward the major or minor.

Secondary Education Teaching Majors and Minors

Majors

- Business
- French
- German
- Language Arts or English (Language Arts)
- Mathematics
- Physical Education
- Science 1
- Social Studies 2
- Spanish
- Visual Arts
- Science—single- and dual-area licensure are available in chemistry, earth sciences, life sciences, and physics. Mathematics is available as a dual-area license with another science area.
- Social Studies—candidates are licensed in historical perspectives and government/citizenship, along with a third area—economics, psychology, or sociology.

Minors

- English
- French
- German
- Health and Safety Education
- Mathematics
- Physical Education
- Reading
- Spanish
- Special Education
- Visual Arts

For lists of course requirements for majors and minors, see either the appropriate sections in the Bulletin or personnel in the respective departments. Program course checklists also are available in the Department of Teacher Education in the Bower-Suhrheinrich College of Education and Human Services.

Initial Licensure Alternate Route Program

Candidates who hold a non-teaching bachelor's degree and wish to get a teaching license may be eligible for the Initial Licensure Alternative Route Program. Licensure is available in the following content areas and grade levels:

- Early Childhood Generalist P-3
- Elementary Generalist K-6
- Biology, Chemistry, Language Arts, Mathematics, History, Government, Psychology, Sociology, French, German, Spanish, and other secondary content areas 5-12 or 9-12
- Physical Education and Visual Art P-12

Requirements for Admission

- A bachelor's degree (in the subject to be taught, for secondary licensure);

- documentation of proficiency in reading, mathematics, and writing (ACT of 24 or more; SAT verbal and math of 1100 or more; SAT of verbal, math, and writing of 1500 or more; PRAXIS I scores that meet Indiana minimums);
- (a) for Transition to Teaching, GPA of 3.0 (or 2.5 with documentation of five years of professional experience), or (b) for all other alternative programs, GPA of 2.75 (or 2.5 with documentation of five years of professional experience);
- for secondary Transition to Teaching, passing score(s) on content test(s) required for Indiana licensure.

Program Requirements

All candidates in the Initial Licensure Alternative Route Program will complete a three-semester sequence, culminating in a semester of student teaching. *Candidates must have credit for EDUC 221: Diversity and Equity in Education.*

Candidates may select from the following program options:

(1) Early Childhood Generalist (P-3):

Semester 1:		
EDUC 242	Growth and Development: Early Childhood	3
EDUC 261	Special Needs: Early Childhood Education	3
Semester 2:		
EDUC 386	Early Childhood Curriculum and Instruction	3
EDUC 355	Practicum in Early Childhood Education	3
Semester 3:		
EDUC 439	Classroom Management through Data-based Decision Making	6
	Student Teaching	6

(2) Elementary Generalist (K-6):

Semester 1:		
EDUC 292	Explorations in Elementary Education and Schooling	6
Semester 2:		
EDUC 382	Elementary Analysis of Curriculum and Instruction	6
Semester 3:		
EDUC 439	Classroom Management through Data-based Decision Making	6
	Student Teaching	6

(3) Secondary (5-12):

Semester 1:		
EDUC 283	Exploration in Secondary Education and Schooling	3
EDUC 284	Introductory Clinical Experiences in Secondary Schools	3
Semester 2:		
EDUC 383	Secondary Analysis of Curriculum and Pedagogy	3
EDUC 384	Advanced Clinical Experiences in Secondary Schools	3
Semester 3:		
EDUC 439	Classroom Management through Data-based Decision Making	6
	Student Teaching	6

(4) Physical Education and Visual Art (P-12)

Semester 1:		
EDUC 292	Explorations in Elementary Education and Schooling	6
Or		

EDUC 283	Exploration in Secondary Education and Schooling	3
EDUC 284	Introductory Clinical Experiences in Secondary Schools	3
Semester 2:		
EDUC 383	Secondary Analysis of Curriculum and Pedagogy	3
EDUC 384	Advanced Clinical Experiences in Secondary Schools (EDUC 292 prerequisite*)	3
Or		
EDUC 382	Elementary Analysis of Curriculum and Instruction (EDUC 283 and EDUC 284 prerequisite*),	6
Semester 3:		
EDUC 439	Classroom Management through Data-based Decision Making	6
	Student Teaching	6

*The prerequisites for the Block Two – Methods (Analysis Phase) are meant to assure students have an experience in both the elementary setting and the secondary setting during the first two blocks of the P-12 licensure minor program.

(5) Secondary Transition to Teaching (9-12):

Semester 1:		
EDUC 490	Special Topics in Education	4
Semester 2:		
EDUC 490	Special Topics in Education	4
Semester 3:		
EDUC 490	Special Topics in Education	4
	Student Teaching	6

Student Teaching

Upon matriculation into the Initial Licensure Alternative Route Program, candidates must apply for a student teaching placement. Passing scores on content exams required for state licensure must be submitted prior to commencing a student teaching placement.

For further information about the program, possible candidates should contact the Department of Teacher Education at 812/465-7024.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

EDUC 196 is a prerequisite for all subsequent courses with the exception of EDUC 201 or EDUC 202, which may be taken concurrently.

103 Classroom Observation (0) Field experience completed in conjunction with EDUC 196. Co-requisite with EDUC 196.

104 Tutoring in School Programs (0) Field experience completed in conjunction with EDUC 201. Co-requisite with EDUC 201.

105 Initial Field Experience: Tutoring, Grades 6-12 (0) Field experience completed in conjunction with EDUC 202. Co-requisite with EDUC 202.

EDUC 173: History of Schooling in America 1620-Present (3) Survey of U.S. schooling, beginning with the earliest Massachusetts laws

and schools and continuing to No Child Left Behind in the 21st century. In this course students use primary documents to study a dynamic and contentious aspect of U.S. history. Meets C1 requirements in the Core Curriculum.

196 Foundations of Reflective Teaching (3) The first course taken by all education students seeking the baccalaureate degree. This course is designed to introduce students to the profession of teaching and to the philosophical foundation for teacher education at USI—the Reflective Teaching Model. It introduces students to the program requirements for all teacher education programs. The course examines the nature and functions of schools, using philosophical, historical, and sociological perspectives. Students will explore the ways in which the preservice teacher's beliefs (especially about knowledge, ethics, and human life) influence educational outcomes by helping to shape classroom life. Guided field experience required. Prereq: ENG 201, minimum of FR2 status, and 2.6 GPA. Co-registration in EDUC 103. F, Sp

201 Growth and Development: Middle Childhood (3) Examines the early and current theories of child development in the areas of physical/motor, psychosocial (cultural influences), and cognitive/language/literacy development of students ages seven to 12 years. Focuses on the integration of research findings and theories of growth and development in elementary school practice. Guided field experience required. Prereq: EDUC 196 or concurrent. Co-registration in EDUC 104 and scores on PRAXIS I. F, Sp

202 Growth and Development: Adolescence and Young Adult (3) Examines the early and current theories of adolescent/young adult development in the areas of physical, psychosocial (cultural influences), and cognitive/language/literacy development of adolescent/young adult students. Focuses on the integration of research findings and theories of growth and development in high school practice. Guided field experience required. Prereq: EDUC 196 or concurrent. Co-registration in EDUC 105 and scores on PRAXIS I. F, Sp

203 Introduction to Children's Literature (3) A survey course designed to introduce and explore traditional and contemporary children's literature through immersion into a variety of authors, illustrators, and genres. This course is designed to enhance teacher candidates' understanding of children's literature and how these books can be used effectively with children of all ages. Prereq: ENG 101 with a grade of C or better. F, Sp, Su

204 Teaching Writing in Diverse Classrooms, K-8: Research-based Practices Across the Curriculum (3) This course introduces teacher candidates to best practices in teaching writing in the elementary and middle school classroom in all subject areas. Students examine theoretical perspectives on the teaching of writing and the connections between writing and other literacies (reading, speaking, and listening). The course will incorporate strategies for using writing to enhance children's learning in all disciplines. Prereq: ENG 201 with grade of C or better.

206 Introduction to Exceptionalities (3) This course defines and examines the nature and needs of exceptional children. Special education foundations and legal mandates will be discussed. Appropriate accommodations and teaching methods that address each area of exceptionality and the effectiveness of these techniques will be covered. The role of teachers, parents, and other relevant personnel will be investigated in relation to current practices which include individual education program (IEP), inclusion, and least restrictive environment (LRE). Prereq: Admission to the Exploration Phase of Teacher Education.

214 Instructional Technology in Education (3) Explores the use of the technology to enhance the teaching and learning process. Students will explore current research, issues, and methodology related to the design, development, and use of technology resources. Emphasis will be placed on the evaluation and selection of Internet resources, educational software, productivity tools, and other emerging technologies in the educational environment. Students will develop skills in the production and effective use of print, projected, and displayed communication using technology tools. Prereq: EDUC 196. F, Sp, Su

221 Diversity and Equity in Education (3) The purpose of this course is to explore the theory and knowledge base that supports multicultural education and an awareness of diversity within American society. Topics may include the critical study of issues as they relate to race and ethnicity, exceptionality, language and dialect, religion, gender, and age. Prereq: Grade of C or higher in ENG 101.

241 Early Childhood Education (3) Practical consideration of recent trends and techniques for the education of young children in nursery school, kindergarten, and primary grades. Observation and first-hand experiences with young children required.

242 Growth and Development: Early Childhood (3) Examines the development of the early years and the ways to assess development in the growth domains. Examines the importance of observation and documentation, compares assessment instruments, and examines appropriateness of each tool. Guided field experience required.

243 Observation, Assessment, and Documentation (3) Examines the importance of observation and documentation to the assessment process. Techniques for each area will be considered. Field experience required. Prereq: Concurrent enrollment in EDUC 242.

246 Language and Literacy in the Early Years (3) Examines the process of language and literacy development in young children. The course focuses on ways teachers of young children integrate research-based knowledge with early school and family literacy. Field experience required. Prereq: EDUC 242.

255 Growth and Development: Infants and Toddlers (3) Examines the growth and development of infants and toddlers with an emphasis on the uniqueness of the earliest years and the implications for care in group settings. Theoretical and philosophical approaches to infant/toddler care will be studied. Programs and activities for infants and toddlers will be discussed and planned, incorporating accommodations for early intervention. Required field work involves experiences with infants and toddlers (B-2 years). Prereq: Current criminal background check.

256 Guidance of Young Children (3) Studies various theories and practices related to the guidance of young children. Emphasis on self-awareness for teachers and parents leading to setting program goals and promoting prosocial behavior. Prereq: EDUC 242.

257 Programs for Infants and Toddlers (3) Examines theoretical approaches in infant/toddler care. Emphasis will be on developing programs and activities for infants and toddlers in group care. Field experience required. Prereq: EDUC 242 and EDUC 255.

261 Special Needs: Early Childhood Education (3) Studies the various special needs conditions, early identification and intervention approaches, and the subsequent adaptations necessary for a classroom setting. Field experience required. Prereq: EDUC 242.

272 Health, Safety, Nutrition for the Young Child (3) Studies the link between proper nutrition, health, and child development. Special health and safety needs of young children will be explored as they relate to program plans in early childhood settings. Information for teachers to share with families will be developed. Field experience required. Prereq: EDUC 242.

283 Exploration in Secondary Education and Schooling (3) Three semester hours, designed to integrate the fundamental aspects of adolescent development, teaching adolescents with exceptionalities, and teaching adolescents reading strategies in a departmentalized middle or secondary (5-12) school setting. The course will include a field experience (practicum) in a local school. Prereq: Admission to Exploration Phase in Teacher Education and prerequisite or co-requisite of EDUC 221.

284 Introductory Clinical Experiences in Secondary Schools (3) Enrolled concurrently with EDUC 283: Exploration in Secondary Education and Schooling. Three semester hours designed around a field experience in a local school. Applied projects and experiences occur through one-on-one after-school mentoring programs and small group instruction. The clinical experiences emphasizes the application of content related to adolescent development, teaching adolescents with exceptionalities, and teaching adolescents reading strategies in a secondary education setting. Prereq: Admission to Exploration Phase in Teacher Education and prerequisite or co-requisite of EDUC 221. Concurrent enrollment in EDUC 283 required.

285 Early Childhood: Program Administration (3) Analyzes and evaluates current educational programs for young children with emphasis on the management aspects of child care programs including personnel matters (employment, training, and dismissal); policies and procedures related to health, safety, fire regulations and facility maintenance; financial planning and budgeting; supervision of program; and parent relationships. Field experience required. Prereq: Completion of 15 hours in early childhood education.

292 Explorations in Elementary Education and Schooling (6) This course will provide a broad overview of current issues and practices in education. The candidates will know, understand, and use the major child development concepts, learning theories, socio-historical contexts, and research related to teaching special education and literacy. This six-hour course will include a field experience in a local school. Prereq: Admission to Exploration Phase of Teacher Education.

294 Foundations of Education (3) Examines the nature and functions of schools, using philosophical, historical, and sociological perspectives. Special attention will be given to the ways in which the pre-service teacher's beliefs (especially about knowledge, ethics, and human life) influence educational outcomes by helping to shape classroom life.

304 Growth & Development: Early Adolescence (3) Examines the early and current theories of early adolescent development in the areas of physical, psychosocial (cultural influences), and cognitive/language/literacy development of students ages 10 to 14 years. Focuses on the integration of research findings and theories of growth and development in middle school practice. Guided field experience required. Prereq: EDUC 201 or EDUC 202 or EDUC 242. F, Sp

315 Management for Students with Exceptional Needs (3) This course covers behavioral theory, foundations of positive behavior support, and legal issues related to behavior. It teaches students strategies for managing the classroom to facilitate learning and ensure safety in diverse school settings. Students learn to identify the functions of student behavior and effective behavior interventions for addressing behavior difficulties. Strategies for crisis prevention and intervention are addressed. Prereq: EDUC 292.

340 Special Topics in Early Childhood Education (1-3) Explores contemporary topics or innovative developments in early childhood education. Subtitle and credit hours determined by faculty at each offering.

344 Family, School, Community Partnerships (3) Examines the diversity of families and factors that influence parenting in contemporary society. Focuses on strategies to develop working partnerships with parents. Addresses ways to design parent-teacher conferences, parent education, and parent involvement in P-6 settings. Guided field experience required. Prereq: EDUC 201 or EDUC 202 or EDUC 242. F, Sp

346 Early Childhood Curriculum I (3) Examines theoretical views of cognitive development with a focus on how children, ages three through five in preschool settings, acquire, organize, and apply knowledge. Integrated methods and developmentally appropriate activities in early childhood education for math, science, and social studies are emphasized. Foundations for Young Children to the Indiana Academic Standards are emphasized. Field experience required. Prereq: EDUC 242. F, Sp

347 Early Childhood Curriculum II (3) Examines theories and importance of creativity in children's development. Integrated methods and developmentally appropriate activities for art, music, play, and movements curriculum for children ages three through five in preschool. Field experience required. Prereq: EDUC 242. F, Sp

348 School-Age Child Care (3) This course examines the needs of children in school age childcare, ages five to 12 years. Emphasis is placed on the study of the environment, curriculum, and schedule necessary for developmentally appropriate school-age programs in a variety of settings. Field experience required. Prereq: EDUC 242, EDUC 346, and EDUC 347 or consent of instructor.

351 Music, Movement, Play, and Expressive Arts (3) This course focuses on play as the principle medium of children's learning and development through activities such as exploration of music, movement, and rhythms for young children. Its objectives relate mainly to learning the teacher's role in supporting, facilitating, and guiding children's play with a focus on physical activity through developmentally appropriate activities for birth through age 8 settings. Prereq: EDUC 242.

354 Practicum in Elementary Education (3) Directed field experiences in approved settings involving students in the elementary school setting (Grades K-6). Experiences will involve the identification of specific learning needs within the classroom, development of integrated curriculum, collaborative implementation through differentiated instructional strategies, and assessment of instructional impact on student learning. Prereq: Completion of EDUC 292. Co-enrollment in two of the following required: EDUC 373, EDUC 388, EDUC 378, MATH 392.

355 Practicum in Early Childhood Education (3) Relates theory to practice through supervised experiences in an early childhood setting. Students work under the general supervision of pre-school and University personnel. Su

356 Science and Math (Kindergarten/Primary) (3) Examines methods and materials in the areas of science and math that are developmentally appropriate for young children. Emphasis will be on planning active involvement related to science and math concepts for children in kindergarten and primary settings. Field experience required. Prereq: EDUC 201 or EDUC 242, admission to teacher education. F, Sp

357 Expressive Arts/Social Studies (Kindergarten/Primary) (3) Examines the objectives, resources, curriculum development, methods of teaching social studies and expressive arts at kindergarten and primary levels. Emphasis on integrated curriculum and professional collaboration. Field experience required. Prereq: EDUC 201 or EDUC 242, admission to teacher education. F, Sp

359 Practicum Topics in Early Childhood Education (1-3) Experience is designed to relate theory to practice through supervised experiences in an early childhood setting. Students work under the supervision of preschool and University personnel. Topic is specified for each offering. The course may be repeated up to a maximum of nine credit hours. No prereq.

366 Educational Assessment (3) Examines the impact of testing and assessment. Reviews accountability movements, standardized testing, and high stakes assessment systems as they affect the roles and power of teachers and administrators. Students will learn to construct normative and criterion referenced assessments, and learn their utility in aligning curriculum and activities with K-12 content standards. Field experiences may be required. Prereq: EDUC 221 and EDUC 206, admission to teacher education. F, Sp, Su

373 Teaching Science in the Elementary School (3) Designed to integrate physical, biological, earth/science concepts, and the teaching of science. Experiences in inquiry-based problem solving using primary and integrated science process skills stressed. Age-appropriate science content and teaching methodologies are studied. The course also explores issues regarding safe science, evaluating student comprehension in science, and addressing state and national science standards. Field experiences with children in a school setting required. It is strongly recommended that students have completed seven credit hours of science before enrolling in this course. Prereq: Admission to teacher education. F, Sp, Su

378 Literacy Methods I (3) Teaching techniques and materials for the developmental reading program plus techniques for establishing oral and written expression with emphasis on understanding how language learning takes place in the elementary school. Guided field experience required. Prereq: Admission to teacher education and EDUC 203 or consent of instructor. F, Sp, Su

381 Literacy, Language, and Culture (3) Candidates will know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support culturally and linguistically diverse learners' literacy and language development and content area achievement. The course will include such topics as language and identity, bilingualism, code-switching, dialects, heritage languages, language policy, language death, and first and second language learning. Prereq: EDUC 378.

382 Elementary Analysis of Curriculum and Instruction (6) Six semester hour course designed to integrate the fundamental aspects of differentiated instruction, integrated curriculum development, lesson planning, and concept assessment while teaching in an elementary (K-6) school setting. The course includes a field experience practicum in a local school. Prereq: Admission to Analysis Phase in Teacher Education.

383 Secondary Analysis of Curriculum and Pedagogy (3) Three semester hours designed to integrate the fundamental aspects of differentiated instruction, curriculum development, lesson planning, and concept assessment while teaching in a departmentalized middle or secondary (5-12) school setting. Prereq: Admission to Analysis Phase in Teacher Education and co-enrollment in EDUC 384.

384 Advanced Clinical Experiences in Secondary Schools (3) Three semester hours of field practicum designed to support candidates' integration of differentiated instruction, curriculum development, lesson planning, and concept assessment while teaching in a departmentalized middle or secondary (5-12) school setting. Prereq: Admission to Analysis Phase in Teacher Education and co-enrollment in EDUC 383.

385 Teaching and Learning in the Senior High, Junior High, and Middle School (3) The nature of teaching and learning, including psychological principles, instructional planning, instructional techniques, curriculum, and evaluation. Prereq: EDUC 202 and admission to teacher education. Guided field experience required. F, Sp

386 Early Childhood Curriculum and Instruction (3) This course is a comprehensive study of early childhood pedagogy, research and curriculum, with a focus on how preschool age children acquire, organize, and apply knowledge. Integrated methods and developmentally appropriate activities for math, science, and social studies are emphasized. Reflecting and supporting diversity in addition to utilizing observation and assessment of learning will be stressed. Prereq: Admission to Analysis Phase in Teacher Education and co-enrollment in EDUC 355.

388 Teaching Social Studies in the Elementary School (3) Examines and uses methods, strategies, and materials that promote the development of social studies concepts and generalizations in the developing learner with an emphasis on the learner in the integrated curriculum. The course also provides an opportunity for critical self-reflection of the individual's teaching and within a social, supportive context offers assistance for improving practice. Guided field experience required. Prereq: Admission to teacher education. F, Sp, Su

390 Teaching Foreign Languages in the Senior High, Junior High, and Middle School (2) Aims and methods of procedure in teaching foreign language. Prereq: EDUC 385. F, Sp

391 The Teaching of High School Mathematics (3) The materials, devices, and methods of teaching mathematics. F, Sp

392 The Teaching of Elementary School Mathematics (3) The materials, devices, and methods of teaching mathematics in the elementary school. Guided laboratory experiences in local schools may be required. Prereq: MATH 203 and admission to teacher education.

394 Teaching Social Studies in the Senior High, Junior High, and Middle School (2) Emphasis on methods and materials in social studies. Required of those who do student teaching in social studies. Prereq: 18 hours in social sciences and EDUC 385. F, Sp

395 Teaching English in the Senior High, Junior High, and Middle School (2) Aims and methods of procedure in teaching English with emphasis on literature and composition, plus materials and organization as preparation for student teaching. Prereq: EDUC 385. F, Sp

396 Teaching Science in the Senior High, Junior High, and Middle School (2) Aims and methods of procedure in teaching science. Prereq: EDUC 385. F, Sp

398 Literacy Methods II (3) Examines issues related to reading instruction and assessment in the context of a balanced approach that emphasizes teacher reflection and decision-making. Reading strategies, informal assessments, and organizing a classroom for reading instruction are stressed. Students implement strategies and assessments in a guided field experience. Prereq: EDUC 203 and EDUC 378. F, Sp, Su

401 Teaching Communications in the Senior High, Junior High, and Middle School (2) Application of communications principles to practical classroom use. F, Sp

405 Educational Psychology (3) A study of educational psychology in the classroom, how techniques from this area can aid the teacher in subject matter presentation and in dealing with school pupils. Irregularly offered.

407 Growth & Development of Exceptionalities (3) This course examines the development and characteristics of individuals ages 10 through adulthood with exceptional needs. The course includes a survey of the physical, intellectual, social and emotional development, and the unique needs and characteristics of students who are at risk or who have exceptionalities. The course focuses on the integration of research findings and theories of growth and development in school practice. Prereq: EDUC 201. F, Sp

411 Legal and Contemporary Issues Related to Exceptional Needs (3) This course will examine the legal foundations for the provision of special education services. This course will review contemporary legal findings prevalent in the field through class discussion of cases involving mediation, due process, and court decisions. Legal tenets that relate to differing opinions involving school personnel, state educational agencies, and parents will be thoroughly examined. Prereq: EDUC 206.

412 Evaluation and Exceptionality: Assessment, Interpretation and Instructional Design (3) This course explores the purpose(s) of assessment, selection of criteria, administration techniques, need for accuracy in scoring, determination of validity of interpretation, and application of data for instructional design and implementation. The development of assessment skills, awareness of legal and ethical issues, and collaboration will be emphasized. Prereq: EDUC 315, EDUC 413, EDUC 423 and concurrent registration in EDUC 418 and EDUC 421 required. F, Sp

413 Exceptional Needs Instructional Strategies I (3) This course examines teaching methods appropriate for students with exceptional needs in the primary and intermediate categories. Emphasis is placed on all phases of the instructional process based on assessment of student needs, developmental plans, appropriate implementation and evaluation of effective instruction. Prereq: EDUC 315, EDUC 411, and EDUC 423 and concurrent registration in EDUC 421 required. F, Sp

418 Exceptional Needs Instructional Strategies II (3) This course examines teaching methods appropriate for students with exceptional needs in the Early Adolescent and Young Adult categories. Emphasis is placed on all phases of the instructional process based on assessment of student needs, development plans, appropriate implementation and evaluation of effective instruction. Prereq: EDUC 315, EDUC 411, and EDUC 423 and concurrent registration in EDUC 422 required. F, Sp

419 Multisensory Language Approach: Teaching Reading to Struggling Readers (3) This course examines and analyzes the structure of the English Language using encoding, decoding, syllable types, phonemics, spelling rules, and word roots. It focuses on the implementation of knowledge using a multisensory approach to integrated instruction at all grade levels to improve encoding, decoding, grammar and comprehension in language art skills. Prereq: EDUC 206, EDUC 378, and admission to Teacher Education.

421 Exceptional Needs Practicum I: Elementary (2) This practicum consists of a 60-hour field experience in the elementary school setting and taught concurrently with EDUC 413. Prereq: Completion of Exploration Phase in Teacher Education and co-enrollment in EDUC 413.

422 Exceptional Needs Practicum II: Secondary (2) This practicum consists of a 60-hour field experience in the secondary school setting and taught concurrently with EDUC 418. Prereq: Completion of Exploration Phase in Teacher Education and co-enrollment in EDUC 418.

423 Collaborative Partnerships (3) This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem solving. This course will also examine student transition as it relates to placement in the elementary school, movement from the elementary setting to a middle school placement, movement from the middle school to a high school placement and from the school setting into community environments. It will promote skill development in working with students and their parents to encourage advocacy and self determination. Prereq: EDUC 206 and admission to Teacher Education. F, Sp

424 Supervised Teaching: Exceptional Needs—Elementary-Primary (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at elementary-primary level. Enrollment only by permission of director of student teaching. F, Sp

425 Supervised Teaching: Exceptional Needs—Elementary-Intermediate (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at elementary-intermediate level. Enrollment only by permission of director of student teaching. F, Sp

426 Supervised Teaching: Exceptional Needs—Middle School/Junior High (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at middle school/junior high level. Enrollment only by permission of director of student teaching. F, Sp

427 Supervised Teaching: Exceptional Needs—Secondary School (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at secondary level. Enrollment only by permission of director of student teaching. F, Sp

428 Synthesis Seminar: Professional Issues in Exceptional Needs (1) Utilizes reflective processing and mentoring during supervised teaching experiences to support successful professional performance. Concurrent registration with supervised teaching and EDUC 416 required. F, Sp

431 Supervised Teaching: Kindergarten (6) Examines the professional role of early childhood educator, with qualified supervision, in a kindergarten setting. Concurrent registration in EDUC 433 required.

432 Supervised Teaching: Elementary-Primary (6) Examines the professional role of early childhood educator, with qualified supervision, in an elementary-primary setting. Concurrent registration in EDUC 433 required.

433 Synthesis Seminar in Early Childhood Education (3) Capstone Seminar in early childhood teaching. A pre-professional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core Curriculum, subject area course work, and professional education core. The course also examines case studies which present issues faced by

teaching professionals in early childhood settings. Prereq: Permission of director of student teaching.

438 Synthesis Seminar in Special Education (3) Capstone Seminar in Special Education. A preprofessional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge from the University Core Curriculum, subject area coursework, and professional education core. This course also examines case studies which present issues faced by teaching professionals in school settings. Prereq: Permission of director of student teaching.

439 Classroom Management through Data-based Decision Making (6) This is a required course designed to provide preservice and beginning teachers with a basic understanding of the complex set of practices that help to create an environment conducive to learning. This course will help preservice teacher to better understand their own implicit theories behind working with P-12 students in the 21st Century classroom, while helping them to identify effective evaluation practices. This course also acquaints candidates with current controversies and research methods. Co-enrollment in student teaching required. Repeatable with change in school setting. Prereq: Senior status and admission to Synthesis Phase in Teacher Education.

440 Current Trends in Reading (3) The teaching of reading undergoes a variety of changes based on the social and political climate. This course offers the opportunity for students to explore trends and issues that are currently impacting the teaching of reading. Topics that may be explored: new instructional programs, state mandates in reading instruction, changing state and national standards, and phonics instruction. Prereq: EDUC 398 or consent of instructor.

441 Young Adult Literature (3) Course provides an overview of literature for adolescents and young adults. Participants will critique these materials and design plans for incorporating all genres of young adult literature in middle school and high school classrooms. Prereq: EDUC 378 or consent of instructor.

442 Advanced Children's Literature (3) Course provides an opportunity for classroom teachers and media specialists to explore recently published books and non-print materials for children in P-6. Participants will critique these materials and design plans for incorporating all genres of children's literature in their classrooms. Prereq: EDUC 378 or consent of instructor.

443 Production of Instructional Materials (3) Planning, preparing, and evaluating teacher-produced software. Units include such areas as production, planning, graphic, photographic, and audio media. Production within units is based upon the individual's purposes and interests. Practical experiences in preparing software are emphasized. Prereq: EDUC 214, or consent of instructor.

448 Synthesis Seminar in Secondary Teaching (3) Capstone Seminar in Secondary Teaching. A preprofessional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core Curriculum, subject area coursework, and professional education core. The course also examines case studies which present issues faced by teaching professionals in secondary school settings. Prereq: Permission of director of student teaching. F, Sp

455 Diagnostic Teaching of Reading (3) Emphasizes diagnostic teaching in which teachers assess reading during instruction. A model of diagnostic decision-making is presented that encourages the teacher of reading to view assessment and instruction as interacting and continuous processes. A variety of formal and informal assessment mea-

asures are studied for their assessment and instructional value. Prereq: EDUC 398 or consent of instructor.

458 Synthesis Seminar in Elementary Teaching (3) Capstone Seminar in Elementary Teaching. A pre-professional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core Curriculum, subject area coursework, and professional education core. The course also examines case studies which present issues faced by teaching professionals in elementary school settings. Prereq: Permission of director of student teaching. F, Sp

460 Seminar in Elementary Supervised Teaching (2) Designed to develop insight during laboratory experiences of student teachers. Open to advanced teachers.

465 Instructional Technology Integration (3) Focuses on the integration of technology into the school curriculum and explores the use of technology to enhance the teaching and learning process. Students will examine issues related to the evaluation, selection, and implementation of technology resources including software, hardware, and peripherals, the emerging technologies and trends in technology education, and various pedagogical approaches. Emphasis is placed on the design and implementation of technology-based instruction for K-12 classrooms. F, Sp, Su

466 Authoring Educational Multimedia Resources (3) Focuses on the systematic design and development of educational software and multimedia resources. Students plan instructional sequences, then apply computer programming and courseware design skills to the development of informational, instructional, and constructional resources. Internet, laserdiscs, CD-ROM, CD-audio, digitized audio, digitized still and motion video, and scanned images are incorporated into multimedia projects. Interdisciplinary multimedia thematic units also are developed. Prereq: EDUC 214, EDUC 465, or equivalent.

467 The Internet in Education (3) Focuses on the applications of Internet technology in teaching and education with emphases on resources, publication, and research. Topics include the examination of diverse Internet-based tool and information sources for teachers and learners. Students explore the Internet and create web publications applicable to professional development, student publication, school-based network presence, and lesson development. Prereq: EDUC 214, EDUC 465, or equivalent.

468 Instructional Technology Administration(3) Focuses on technical and management skills needed to coordinate the technology program in a school. Technical topics include advanced instructional development, general technical troubleshooting and maintenance; and assistive technology. Management topics include technology planning, implementation, and evaluation; staff development; facilities design; budgeting, and grant writing. Prereq: EDUC 214, EDUC 465, or equivalent.

469 Special Topics in Computer Education (1-3) Explores contemporary topics or innovative developments related to the integration of computers and other technology into educational settings. Credit hours available determined by faculty. Repeatable for maximum of five credit hours. Prereq: Consent of instructor. F, Sp

471 Supervised Teaching Elementary-Primary (3-6) Participation and actual teaching in the primary grades. Enrollment only by permission of director of student teaching. Concurrent enrollment in EDUC 433, EDUC 438, or EDUC 458 required. F, Sp

472 Supervised Teaching Elementary-Intermediate (3-6) Participation and actual teaching in the intermediate grades. Enrollment only by permission of director of student teaching. Concurrent enrollment in EDUC 433, EDUC 438, or EDUC 458 required. F, Sp

473 Supervised Teaching in the Secondary School (3-6) Participation and actual teaching in the secondary grades. Enrollment only by permission of director of student teaching. Concurrent enrollment in EDUC 448 required. F, Sp

474 Supplemental Supervised Teaching in the Secondary School (6) Participation and actual teaching in the secondary grades for teacher candidates completing secondary licensure only. Enrollment only by permission of director of student teaching. F, Sp

476 Kindergarten Practicum (3) For students on the elementary curriculum who wish to be certified for teaching in kindergarten. Enrollment only by permission of director of student teaching. F, Sp

477 Supervised Teaching Junior High/Middle School (3-6) Participation and actual teaching in the junior high/middle school grades. Enrollment only by permission of director of student teaching. Prereq: EDUC 304 or EDUC 488. F, Sp

478 Supervised Teaching Elementary Reading (3-6) Participation and actual teaching in an elementary reading setting for candidates completing the elementary reading minor. Enrollment only by permission of director of student teaching. F, Sp

480 Diversity in Children's Literature (3) This course examines the representation of diverse populations in literature for children and adolescents. In the course, students have an opportunity to read a variety of multicultural books written for students in grades K-8, research authors who write and illustrate multicultural books, examine the multiple perspectives represented in books advertised as multicultural and discuss using the books in classrooms. Prereq: EDUC 378 or consent of instructor.

488 The Middle School Curriculum (3) Designed to serve the needs of those concerned with the development and organization of the middle school program. It encompasses a consideration of the theory and processes of curriculum planning and evaluation. Prereq: EDUC 304 or concurrent registration *and* admission to Teacher Education. F, Sp

490 Special Topics in Education (1-3) Course is devoted to each offering to the study of a contemporary topic or innovative development in education. Credit hours available for each offering and course requirements are determined by the education faculty.

493 Content Area Reading: Differentiated Instruction (3) Teaching techniques and materials for using reading and writing across the curriculum in middle and senior high school. The role of teachers, parents, and other relevant personnel will be investigated in relation to best practices in differentiated instruction for all learners including exceptionalities. Prereq: EDUC 385 or (for Physical Education Teaching majors only) PED 395.

494 Workshop in Reading (2) An analysis of instructional programs in content areas with emphasis on both developmental reading and remedial procedures.

498 Current Research in Education (1-3) A survey of current research in education. Designed to meet individual needs of students.

499 Individual Study in Educational Psychology (1-3) A survey of current research in learning. Designed to meet individual needs of students.

COLLEGE OF LIBERAL ARTS

www.usi.edu/libarts

Michael K. Aakhus, M.F.A., Interim Dean

Julie A. Evey-Johnson, Ph.D., Assistant Dean

Joan A. deJong, M.F.A., Chair, Art Department

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Rocco J. Gennaro, Ph.D., Chair, Philosophy Department

Mary Hallock Morris Ph.D., Political Science and Public Administration Department

Julie A. Evey-Johnson, Ph.D., Acting Chair, Psychology Department

Ronda L. Priest, Ph.D., Chair, Sociology, Anthropology, and Criminal Justice Studies Department

The College of Liberal Arts offers students the opportunities, first, to develop the fundamentals of a liberal education upon which to base a lifetime of learning and, second, to concentrate in studies that form the foundation for professional pursuits.

The College includes the departments of Art; Communications; English; History; Modern and Classical Languages; Performing Arts; Philosophy; Political Science and Public Administration; Psychology; Sociology, Anthropology, and Criminal Justice Studies; and the Center for Interdisciplinary Studies. Through these departments and this center, the College offers more than 30 majors and emphases and a similar number of minors. Students interested in teaching careers may seek secondary education licensing in art, journalism, theatre, English, French, German, Spanish, and the Social Sciences (history, political science, psychology, sociology, and economics).

THE LIBERAL ARTS AND A LIBERAL EDUCATION

A liberal education, in the words of Martha Nussbaum, is the “cultivation of the whole human being for the functions of citizenry and life.” At USI this cultivation is the goal of the University Core Curriculum, many of the courses for which are offered in Liberal Arts. Complete details of the core are available at www.usi.edu/libarts/uccore. Students should consult

with their advisors in developing a specific plan for completing these requirements. Those students majoring in Liberal Arts disciplines, except those seeking teacher certification in secondary education, typically fulfill the Synthesis requirement of the University Core by taking LIBA 497: Capstone Studies. Students seeking a major or minor in Liberal Arts must have a 2.0 GPA or better in their major or minor coursework, unless otherwise stated.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES

Four-year degree programs in the College of Liberal Arts lead to either a Bachelor of Arts or a Bachelor of Science degree. The Bachelor of Arts degree at USI requires a minimum of 12 hours of instruction in non-English modern or classical languages or the demonstration of competence at the intermediate level through an appropriate language examination.

The Bachelor of Arts, with its emphasis upon the study of a non-English language and a broad knowledge base, is especially valuable for students who hope to go on to graduate studies. Those considering graduate school should consult with their advisors about the Bachelor of Arts option.

TEACHER LICENSING POLICY

Many students majoring in disciplines in the College of Liberal Arts prepare themselves to teach in secondary schools (high schools, junior high schools, or middle schools). Although these candidates for licensing may take some education courses in their freshman and sophomore years, formal application for admission to the secondary education program (under the direction of the Bower-Suhrheinrich College of Education and Human Services) does not occur until they have completed their 45th credit hour.

A student may apply for admission to the teacher education program in the semester in which he/she enrolls for the 45th credit hour, successfully completes the Praxis I test, and meets other course and GPA requirements as established for the major. As part of the application process, the student will be interviewed by both the major and minor departments. A student should ask his or her advisor for information on arranging the interview.

The structure of the interview may vary according to department, but in general, it will be conducted by a committee consisting of two to three faculty members from the major field(s). This committee will interview the student according to the procedures established in the department, review his or her record, and decide on its recommendation.

The committee may decide as follows: (1) to recommend the student unconditionally for admission to the teacher education program; (2) to recommend with specific conditions; (3) to reject the student. The chair of the committee will record the committee's decision on the student's application form and return the form to the student. One copy of the recommendation will be placed in the student's advising folder. The committee will send a copy of the recommendation to the Teacher Education Department and a copy to the student.

Among factors the committee will consider in making its decision are the student's academic record, performance in classes, course work completed, ability to organize and present material orally, and general promise. In particular, University regulations require that a student admitted unconditionally to the teacher education program must carry a grade point average of at least 2.75 in his/her major, any supporting area or minor, and overall.

A student may appeal the decision of the interview committee to the Dean.

ART

The Department of Art consists of four integrated academic areas: studio art, graphic design, art education, and art history. Introductory courses in design, drawing, and art history prepare students for entry into their chosen area of study within the art and art education programs. All art courses are designed to help students develop technical and conceptual skills, establish a foundation for critical thinking, and fulfill their creative potential. In order to enhance their understanding of the visual arts, all art students complete a sequence of art history courses. An internship program offers junior and senior art students the opportunity to work in professional settings at design studios, museums, and galleries. Ultimately, the goal of the art program is to prepare each student to become a contributing member of the art profession, the community, and society as a whole.

Both the Bachelor of Arts and the Bachelor of Science degrees in art and in art education are offered in the Department of Art. Students pursuing an art degree choose an emphasis in art history, graphic design, illustration, interactive media design, photography, or studio (ceramics, jewelry, painting, printmaking, sculpture, or woodworking). Students seeking an art education degree select either the (K-12) all-grade or (secondary) high school track. Program requirements for the art education major, whether K-12 or secondary, are consistent with the teacher education licensing requirements in the State of Indiana. Minors in art, art education (elementary), art education (secondary), and art history are available.

The art and art education programs serve to help students define their own professional goals and to provide entry into career fields or graduate study. Upon completion of their studies at USI, many art majors have been accepted into graduate programs at prestigious institutions throughout the country. The art faculty takes pride in the accomplishments of its graduates who have achieved success as graphic designers, artists, elementary to university-level teachers, museum and gallery personnel, and art historians.

The Kenneth P. McCutchan Art Center/Palmina F. and Stephen S. Pace Galleries contributes to the educational experience at USI by providing a professional exhibition space for the creative work of art majors, faculty members, and alumni, as well as special exhibits such as the University's art collection, visiting artists, traveling exhibits, and juried invitational

shows. The art program also is affiliated with the New Harmony Gallery of Contemporary Art, which provides continuous art exhibitions during the academic year.

Art, Studio Emphasis Major

45 credit hours

NOTE: HUM 221 Western Tradition in Art History I, and HUM 222 Western Tradition in Art History II, taught by art history faculty, are found under the listing for Humanities courses and also count as part of the University Core Curriculum.

Required courses

33 credit hours

ART 103	Color and Design	3
ART 104	Design in Materials	3
ART 105	Drawing	3
ART 106	Drawing and Composition	3
ART 205	Figure Drawing I	3
ART 206	Figure Drawing II	3
ART 493	Senior Art Seminar	3
HUM 221	Western Tradition in Art History I	3
HUM 222	Western Tradition in Art History II	3
Two 300- or 400-level art history courses		6

Elective courses

12 credit hours selected from art course offerings as directed by advisor

Art, Art History Emphasis Major

39 credit hours

Required courses

27 hours

HUM 221	Western Tradition in Art History I	3
HUM 222	Western Tradition in Art History II	3
ARTH 490	Special Problems in Art History	3
ART 498	Internship in Art	3
Choose one of the following:		
ART 103	Color and Design	3
ART 104	Design in Materials	3
ARTD 274	Intro Digital Photo Imaging	3
ARTD 383	Advanced Digital Photo Imaging	3
Choose one of the following:		
ARTH 323	Ancient Art	3
ARTH 327	Medieval Art	3
Choose one of the following:		
ARTH 343	Renaissance Art	3
ARTH 344	Baroque Art	3
Choose one of the following:		
ARTH 353	19th Century European and American Art	3
ARTH 354	20th Century European and American Art	3
Choose one of the following:		
ARTH 355	Contemporary Art	3
ARTH 490	Special Problems in Art History	3
(with approved topic in 20th Century Art or Contemporary Art topic) 3		

Elective courses

12 credit hours selected from:

ARTH 253	Art of Ancient Mexico	3
ARTH 323	Ancient Art	3
ARTH 327	Medieval Art	3
ARTH 343	Renaissance Art	3
ARTH 344	Baroque Art	3
ARTH 253	Nineteenth Century European and American Art	3
ARTH 354	Twentieth Century European and American Art	3
ARTH 355	Contemporary Art	3
ARTH 359	Special Studies in Art History (only one three-credit hour four counts for major)	3
ARTH 490	Special Problems in Art History (repeatable for a total of five times for major)	3
Art Studio elective	(only one three-credit course)	3

Art, Graphic Design Emphasis Major

45 credit hours

Required courses**39 hours**

ART 103	Color and Design	3
ART 105	Drawing I	3
ARTD 231	Introduction to Graphic Design	3
ARTD 232	Typography	3
ARTD 275	Computer Graphics	3
ARTD 331	Illustration Techniques	3
ARTD 376	Graphic Design II	3
ARTD 475	Graphic Design III	3
ARTD 494	Senior Design Seminar	3
HUM 221	Western Tradition in Art History I	3
HUM 222	Western Tradition in Art History II	3
Two 300- or 400-level Art History courses		6

Directed electives

Six hours selected from the following:

ARTD 476	Graphic Design IV	3
ARTD 332	Digital Illustration	3
ARTD 378	History of Graphic Design	3
ARTD 381	Interactive Web Design	3
ARTD 382	Interactive Graphics	3
ARTD 383	Advanced Digital Photo Imaging	3
ART 399	Special Topics in Art (repeatable with change in course content)	3
ARTD 431	Narrative Illustration	3
ART 489	Special Problems in Art (repeatable for nine credit hours)	3

Art, Illustration Emphasis Major

45 credit hours

Required courses**39 hours**

ART 103	Color and Design	3
ART 105	Drawing I	3
ART 106	Drawing and Composition	3
ART 205	Figure Drawing I	3
ARTD 275	Computer Graphics	3
ARTD 331	Illustration Techniques	3
ARTD 332	Digital Illustration	3
ARTD 431	Narrative Illustration	3
ARTD 494	Senior Design Seminar	3
HUM 221	Western Tradition in Art History I	3
HUM 222	Western Tradition in Art History II	3
Two 300- or 400-level Art History courses		6

Directed electives

Six hours selected from the following:

ARTD 432	Conceptual Illustration	3
ART 206	Figure Drawing II	3
ARTD 231	Intro to Graphic Design	3
ART 311	Painting I	3
ARTD 378	History of Graphic Design	3
ARTD 381	Interactive Web Design	3
ARTD 382	Interactive Graphics	3
ARTD 383	Advanced Digital Photo Imaging	3
ART 399	Special Topics in Art (repeatable with change in course content)	3
ART 405	Figure Drawing III	3
ART 489	Special Problems in Art (repeatable for nine credit hours)	3

Art, Interactive Media Design Emphasis Major

45 credit hours

Required courses**39 hours**

ART 103	Color and Design	3
ARTD 231	Introduction to Graphic Design	3
ARTD 232	Typography	3
ART 273	Photography I	3
ARTD 275	Computer Graphics	3
ARTD 381	Interactive Web Design	3
ARTD 382	Interactive Graphics	3
ARTD 481	Advanced Web Design	3
ARTD 494	Senior Design Seminar	3
HUM 221	Western Tradition in Art History I	3
HUM 222	Western Tradition in Art History II	3
Two 300- or 400-level Art History courses		6

Directed electives

Six hours selected from the following:

ARTD 332	Digital Illustration	3
ARTD 372	Video Art	3
ARTD 376	Graphic Design II	3
ARTD 378	History of Graphic Design	3
ARTD 383	Advanced Digital Photo Imaging	3
ART 399	Special Topics in Art (repeatable with change in course content)	3
ARTD 482	Motion Graphics	3
ART 489	Special Problems in Art (repeatable for nine credit hours)	3

Art, Photography Emphasis Major

45 credit hours

Required courses**33 hours**

HUM 221	Western Tradition in Art History I	3
HUM 222	Western Tradition in Art History II	3
ART 103	Color and Design	3
ART 273	Photography I	3
ARTD 274	Intro Digital Photo Imaging	3
ART 374	Photography II	3
ARTD 383	Advanced Digital Photo Imaging	3
ART 473	Photography III	3
Choose one of the following:		
ART 493	Senior Art Seminar <u>OR</u>	
ARTD 494	Senior Design Seminar	3
Two 300- or 400-level Art History courses		6

Directed electives

Twelve hours selected from the following (nine credit hours at 300-400 level):

ART 104	Design in Materials	3
ART 105	Drawing I	3
ARTD 231	Intro to Graphic Design	3
ARTD 275	Computer Graphics	3
ART 311	Painting I	3
ART 313	Ceramics I	3
ARTD 332	Digital Illustration	3
ART 341	Sculpture I	3
ART 351	Woodworking I	3
ART 361	Printmaking I	3
ARTD 372	Video Art	3
ARTD 381	Interactive Web Design	3
ARTD 382	Interactive Graphics	3
ART 399	Special Topics in Art (repeatable with change in course content)	3
ART 474	Photography IV	3
ARTD 482	Motion Graphics	3
ART 489	Special Problems in Art-Photography (repeatable for nine credit hours)	3

Art Minor

24 credit hours

Required courses

ART 105	Drawing I	3
HUM 221	Western Tradition in Art History I	3
HUM 222	Western Tradition in Art History II	3

Choose one of the following:

ART 103	Color and Design	3
ART 104	Design in Materials	3
ARTD 231	Intro to Graphic Design	3

Choose one of the following:

ART 106	Drawing and Composition	3
ART 205	Figure Drawing I	3
ARTD 275	Computer Graphics	3

Elective courses

9 credit hours selected from art course offerings (6 credit hours at 300-400 level)

Art History Minor

24 credit hours

Required courses

HUM 221	Western Tradition in Art History I	3
HUM 222	Western Tradition in Art History II	3
Four 300- or 400-level Art History courses		12
One 490 Art History course		3

Choose one of the following:

ART 103	Color and Design	
ART 104	Design in Materials	
300- or 400-level Art History course		3

Teacher Certification (Art)

Note: Review the College of Liberal Arts Teacher Certification Policy at the beginning of the College of Liberal Arts section of this bulletin. Also, review the procedures and regulations for students in teaching programs in the Bower-Suhrheinrich College of Education and Human Services bulletin information.

Art Education (K-12)

55 credit hours and 39 credit hours in Education

Required courses**49 hours**

ART 103	Color and Design	3
ART 104	Design in Materials	3
ART 105	Drawing I	3
ART 205	Figure Drawing I	3
ARTD 274 or ARTD 275	Introduction to Digital/Photo Imaging Computer Graphics	3
ART 311	Painting I	3
ART 313	Ceramics I	3
ART 315	Jewelry I	3
ART 341 or ART 351	Sculpture I Woodworking I	3
ART 361	Printmaking I	3
ARTE 394	Workshop in Art Education	1
ARTE 396	Materials/Methods Elem./Mid. Art Ed	3
ARTE 397	Materials/Methods Secondary Art Ed	3
HUM 221	Western Tradition in Art History I	3
HUM 222	Western Tradition in Art History II	3
Two 300- or 400-level Art History courses		6

Elective courses

Six credit hours selected from art course offerings as directed by advisor

Art Education (Secondary)

51 credit hours and 36 credit hours in Education

Required courses**45 hours**

ART 103	Color and Design	3
ART 104	Design in Materials	3
ART 105	Drawing	3
ART 205	Figure Drawing I	3
ARTD 274 or ARTD 275	Introduction to Digital/Photo Imaging Computer Graphics	3
ART 311	Painting I	3
ART 313	Ceramics I	3
ART 315	Jewelry I	3
ART 341 or ART 351	Sculpture I Woodworking	3
ART 361	Printmaking I	3
ARTE 397	Materials/Methods Secondary Art Ed	3
HUM 221	Western Tradition in Art History I	3
HUM 222	Western Tradition in Art History II	3
Two 300- or 400-level Art History courses		6

Elective courses

Six hours selected from art course offerings as directed by advisor

Art Education (Elementary) Minor

24 credit hours

Required courses

ART 103	Color and Design	3
ART 104	Design in Materials	3
ART 105	Drawing I	3
ART 205	Figure Drawing I	3
ART 315	Jewelry I	3
ART 341	Sculpture I	3
ARTE 396	Materials/Methods Elem./Mid. Art Ed	3
HUM 221	Western Tradition in Art History I	3

Art Education (Secondary) Minor

24 credit hours

Required courses

ART 103	Color and Design	3
ART 104	Design in Materials	3
ART 105	Drawing I	3
ART 205	Figure Drawing I	3
ART 315	Jewelry I	3
ART 341	Sculpture I	3
ARTE 397	Materials/Methods Secondary Art Ed	3
HUM 221	Western Tradition in Art History I	3

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Art (ART prefix)

103 Color and Design (3) An introduction to the two-dimensional arts through projects based on the fundamentals of design and study of color theory. A wide variety of art media and techniques are presented to prepare students for courses in painting, printmaking, and graphic design. F, Sp

104 Design in Materials (3) An introduction to the process of developing three-dimensional concepts in visual art, using various media such as wood, metal, and clay. F, Sp

105 Drawing I (3) Investigation of basic drawing concepts, such as line quality, negative space, perspective, and use of value. Course will concentrate on techniques in black and white drawing media. F, Sp

106 Drawing and Composition (3) Continuation of ART 105, concentrating on development of finished compositions in drawing. Course will explore techniques in color media. Prereq: ART 105 or consent of instructor. F, Sp

205 Figure Drawing I (3) Drawing the human figure, stressing form, structure, and action of the human figure. Prereq: ART 105. F, Sp

206 Figure Drawing II (3) Drawing the human figure from the posed model with various props. Prereq: ART 205. F, Sp

273 Photography I (Basic Photography) (3) Development of basic skills in black and white photography, including film development, enlarging, printing, mixing chemicals, and mounting. Student must provide adjustable 35mm camera and photo supplies. F, Sp, Su

311 Painting I (3) Focuses on traditional techniques in oil/acrylic painting media. Prereq: Art 103 or consent of instructor. F, Sp, Su

312 Painting II (3) A continuation of ART 311, with emphasis on experimental/non-traditional painting techniques. Prereq: ART 311. F, Sp, Su

313 Ceramics I (3) Introduction to basic methods of working with clay. Throwing, hand building, and a variety of techniques will be covered. F, Sp

314 Ceramics II (3) A continuation of ART 313. Emphasis on more complex forms and glazes. Introduction to clay and glaze formulation and continued development of firing techniques. Prereq: ART 313. F, Sp

315 Jewelry I (3) The theory and practice of making jewelry and metal objects. Introduction to the fundamentals of fabrication and construction techniques. Prereq: ART 104 or consent of instructor. F, Sp, Su

316 Jewelry II (3) Continued development in making jewelry and metal objects. Further technical exploration in metal media. Prereq: ART 315. F, Sp

341 Sculpture I (3) Introduction to processes and materials essential to the creation of three-dimensional art, accompanied by concept development to create successful sculpture. Prereq: ART 104 or consent of instructor. F, Sp

342 Sculpture II (3) Continuing involvement with sculptural processes and materials with emphasis on concept development. Prereq: ART 341. F, Sp

351 Woodworking I (3) Introduction to fundamental woodworking techniques. Emphasis will be placed on developing an understanding of basic wood joinery, machinery operation, and the development of an original design. Prereq: ART 104 or consent of instructor. F, Sp

352 Woodworking II (3) Continued experience in woodworking. The emphasis will be placed on merging the utilitarian form with the sculptural aesthetic. Prereq: ART 351. F, Sp

361 Printmaking I (3) Introduction to mono-printing, papermaking, black and white lithography, and woodcut techniques. Prereq: ART 103 or consent of instructor. F, Sp

362 Printmaking II (3) Introduction to black and white intaglio printmaking as well as basic color techniques in lithography, woodcut, and monoprint techniques. Prereq: ART 361. F, Sp

374 Photography II (3) Continuation of ART 273, expanding upon basic skills to communicate creatively through visual composition and working in series. Introduction to "hot" lights and studio strobes. Prereq: ART 273 or consent of instructor. F, Sp, Su

399 Select Topics in Studio Art (3) An intensive study of specialized topics in the visual arts. Repeatable with change in course content. Prereq: junior standing or consent of instructor. F, Sp

405 Figure Drawing in Composition III (3) Composing with the human figure, using props, and experimenting with various media. Prereq: ART 206. F, Sp

406 Figure Drawing in Composition IV (3) An extension of 405, drawing the human figure from posed model in composition, using various media. Prereq: ART 405. F, Sp

411 Painting III (3) Development of a series of works which relate conceptually, stylistically, and/or technically. Prereq: ART 312. F, Sp, Su

412 Painting IV (3) Advanced work developing personal aesthetic vision in painting media. Prereq: ART 411. F, Sp, Su

413 Ceramics III (3) Advanced methods of working with clay and glazes. More independent projects will be required. Demonstrated ability to load, fire, and operate kilns is required. Prereq: ART 314. F, Sp

414 Ceramics IV (3) A semester of intense ceramic work. Projects must indicate a comprehensive understanding of ceramic techniques. Prereq: ART 413. F, Sp

415 Jewelry III (3) Continuation of Jewelry 316 with emphasis on individual direction within the jewelry media. Prereq: ART 316. F, Sp

416 Jewelry IV (3) Continuation of Jewelry 415 with concentrated effort on personal development within the jewelry media. Prereq: ART 415. F, Sp

441 Sculpture III (3) Advanced experience in sculpture processes and materials with an emphasis on conceptualization and development of a personal aesthetic. Prereq: ART 342. F, Sp

442 Sculpture IV (3) Continuing advanced experience in sculptural processes and materials with emphasis on concept and personal aesthetic development. Prereq: ART 441. F, Sp

451 Woodworking III (3) Advanced experience in woodworking with emphasis on furniture design. Prereq: ART 352. F, Sp

452 Woodworking IV (3) Advanced experience in woodworking with emphasis on structural possibilities of wood. Prereq: ART 451. F, Sp

461 Printmaking III (3) Intermediate methods in intaglio, lithography, woodcut, and monoprint techniques. Prereq: ART 362. F, Sp

462 Printmaking IV (3) Advanced methods in intaglio, lithography, woodcut, and monoprint techniques. Prereq: ART 461. F, Sp

473 Photography III (3) This course explores alternative photographic processes and special effects. It also presents a survey of these alternative processes within their historical context and examines their contemporary applications. Prereq: ART 374 or consent of instructor. F, Sp

474 Photography IV (3) Advanced work in lighting and technical processes; development of a personal aesthetic vision in the medium. Prereq: ART 473. F, Sp, Su

489 Special Problems in Art (3) Course by appointment with any of the full-time art faculty. Problems related to specific training within a specific area of art. This course may be repeated three times for total of nine credits. Prereq: junior or senior standing, consent of instructor. F, Sp, Su

493 Senior Art Seminar (3) A capstone course for art and art education majors combining discussion of current aesthetic issues in the visual arts with practical knowledge in career or graduate school preparation, as well as evaluation of student's artistic growth and potential. Prereq: senior status or consent of instructor. F

498 Internship in Art (3) A course to complement classroom and studio experience by providing professional work situations with an employer. The course requires a minimum of 150 hours of supervised professional work, two written evaluations by the supervisor, two on-site visits by a University official, maintenance of a portfolio of completed work, and periodic interviews with an art faculty member. Open to juniors and seniors. Prereq: approval of Art Department chairperson. Grades will be assigned as Satisfactory or Unsatisfactory only. F, Sp, Su

Art Design (ARTD prefix)

231 Introduction to Graphic Design (3) An introduction to the creative principles and processes in visual communication. Emphasis is placed on thinking visually, exploring the relationship between words

and images, and developing appropriate solutions to the problems assigned. An overview of the history of graphic design also is covered. F, Sp

232 Typography (3) This course examines type as an element of design in visual communications. Type design, the study of letterforms, and the historical and modern development of the alphabet are covered. Students explore the creation of informative, experimental, and expressive typographic forms by using traditional and computer-generated techniques. F, Sp

274 Introduction to Digital Photo Imaging (3) This course will introduce students to a variety of methods of utilizing digital cameras and software to create and manipulate images for creative purposes. Students will learn the fundamentals of digital composition and optimized image capturing and will also examine basic color management processes for digital media. F, Sp

275 Computer Graphics (3) This course explores the computer as a creative tool for designers, artists, and persons in the media arts. It familiarizes students with the concepts used in creative software programs for graphics. The primary emphasis is on the creative uses of computers in the arts, design, and media. F, Sp

331 Illustration Techniques (3) This course introduces students to illustration principles, methods, and the use of materials. Students develop their perceptual abilities, sensitivity to color, and compositional ideas within the context of illustration. Students also explore the use of various materials and techniques to produce two-dimensional illustrations that challenge their ability to conceive and communicate ideas visually. Prereq: ART 105 or consent of instructor. F, Sp

332 Digital Illustration (3) An introduction to computer illustration using both object-oriented drawing software and bit-mapped painting software. This course allows students to explore their creative ideas in depth utilizing the computer. Students explore the synthesis of traditional illustration skills with digital skills and techniques. Prereq: ART 275 or consent of instructor. F

372 Video Art (3) An introduction to the creative principles and processes of video art. Students explore the practical applications and limitations of video and sound production. Basic video editing and visual effects are explored. Elements of storytelling, storyboarding, and other pre-production methods are discussed and implemented. Prereq: ART 275 or consent of instructor. F

376 Graphic Design II (3) This course investigates the design and production issues of generating computer graphics for print or electronic media. It provides an understanding of the technical process of creating projects incorporating scanned and computer-generated images and text. Students will gain experience integrating various computer applications and input/output hardware. Prereq: ARTD 232, ARTD 275 or consent of instructor. F, Sp

378 History of Graphic Design (3) This course covers the history of graphic design with an emphasis on developments in design during the 19th and 20th centuries. It also will include an examination of the social, political, and technological factors that have shaped graphic design. Prereq: HUM 221 and HUM 222 or consent of instructor. Sp

381 Interactive Web Design (3) An introduction to the theory, tools, and techniques for creating interactive web pages. Introduces HTML coding as well as web page layout software. Focuses on designing the look, structuring the information, sequencing the pages, and integrating text and graphics as well as preparing and producing web pages. Prereq: ARTD 275 or consent of instructor. F, Sp

382 Interactive Graphics (3) This course provides an introduction to the concepts, tools, and techniques for producing interactive multimedia. Topics covered include: interface design, flow charting, navigational structures, metaphor, props, visual layout, and the integration of audio, video, and animated sequences. Prereq: ARTD 275 or consent of instructor. Sp

383 Advanced Digital Photo Imaging (3) This course explores the aesthetics, terminology, and techniques of digital imaging. Students will compose and optimize image captures specifically for subsequent digital manipulation. The course also examines color management processes for digital media and printed output as well as alternative imaging methods and creative printing effects. Prereq: ARTD 274 or ARTD 275 or consent of instructor. Sp

431 Narrative Illustration (3) Introduction to illustrating for narrative, sequence, or series. Students learn the tools and techniques of concept sketching and storyboards as a means of developing and communicating visual ideas. Working with selected texts, students develop a project from concept to completion. Students also explore the historical role of the illustrator as a visual storyteller. Prereq: ARTD 331 or consent of instructor.

432 Conceptual Illustration (3) Students refine their conceptual, aesthetic, and technical skills in a variety of advanced illustration assignments directed toward developing portfolio pieces and fine tuning their personal visual language. Assignments challenge the student to create a range of inventive and effective illustrative solutions in the appropriate media. Prereq: ARTD 331 or consent of instructor.

475 Graphic Design III (3) This course will emphasize the creation of innovative visual layouts by having students analyze the communication problem, define the most appropriate approach, and produce creative and aesthetic solutions using the computer. Various media will be used to implement these solutions including printing, advertising, packaging, exhibitions, and electronic media. Prereq: ARTD 376 or consent of instructor. F, Sp

476 Graphic Design IV (3) This course offers advanced study in computer graphics, allowing students to expand their computer knowledge and critically investigate the theoretical and practical issues of generating computer art. Students will propose, design, and produce individual and team projects suitable for their senior portfolio. Prereq: ARTD 475 or consent of instructor. Sp

481 Advanced Web Design (3) This course covers advanced tools and techniques for designing interactive digital media for network systems. Students are instructed in network delivery methods for sound, video, animation, database, and interactive content. Scripting and vector animation are utilized to bring additional functionality to a network site. Using various software packages, the student will create fully functional sites with interactive multimedia content. Web site management, browser and platform issues, and the limitations involved in designing for networks are covered. Prereq: ARTD 381 or consent of instructor. F

482 Motion Graphics (3) This course covers advanced issues in designing and producing interactive multimedia. Students are exposed to the complexities of multimedia authoring and production. Students, at times working in teams, will collaborate on developing the concept, layouts, storyboards, production schedule, and the user-interface. They will create and compile the content and produce the digital files for a fully functional multimedia presentation. Prereq: ARTD 382 or consent of instructor. Sp

494 Senior Design Seminar (3) A capstone course for art majors completing the emphasis in graphic design, interactive media design, or illustration. This course combines the discussion of current aesthetic issues in the visual arts with practical knowledge in career or graduate school preparation, as well as evaluation of student's artistic growth and potential. Prereq: or co-req: ARTD 475 for the graphic design emphasis; ARTD 481 for the interactive media design emphasis; ARTD 431 for the illustration emphasis; and senior standing or consent of instructor. F

Art Education (ARTE prefix)

394 Workshop in Art Education (1) Introductory workshop in writing objective statements and lesson plans; reviewing art materials, technology, and teaching methods; and developing a portfolio in art education. Prereq: Open to Art Education K-12 majors and minors. F

395 Introduction to Art Education (3) Part A: Content. The course will involve a basic understanding of historical and philosophical premises of art education; different approaches in the teaching of art; development and practical application of basic art skills in the classroom; and understanding of developmental stages in children's art works. The course examines basic thematic understanding of lesson plans as they apply to the state of Indiana academic and the discipline-based art education (DBAE) standards in teaching art in elementary and middle school. Part B: Supervised Internal Clinical. Use of written lesson plans from Part A in an approved clinical experience. Prereq: open to elementary education majors and minors; does not fulfill requirements for art education K-12 and secondary art education majors and minors. F, Sp, Su

396 Materials and Methods in Elementary and Middle School Art Education (3) Part A: Content. The course will emphasize historical and philosophical premises of art education; different approaches in the teaching of art; development of basic art skills; and understanding of developmental stages in children's art works. The course examines in detail thematic understanding of written lesson plans as they apply to the state of Indiana academic and the discipline-based art education (DBAE) standards in teaching art in elementary and middle schools. Part B: Supervised Internal Clinical. Use of written lesson plans from Part A in an approved clinical experience. Prereq: ARTE 394, open to art education K-12 majors and minors. F

397 Materials and Methods in Secondary Art Education (3) Part A: Content. Teaching Art at the public high school level with strong emphasis on the use of art materials and methods in art education. The course will involve historical and philosophical premises of art education, different approaches in the teaching of art, understanding of high school children's art works, and the development and use of discipline-based art education (DBAE) written lesson plans as they apply to the state of Indiana academic standards. Part B: Supervised Internal Clinical. Use of written lesson plans from Part A in an approved clinical experience. Prereq: ARTE 396, open to art education K-12 and secondary art education majors and minors. Sp

Art History (ARTH prefix)

NOTE: HUM 221 Western Tradition in Art History I, and HUM 222 Western Tradition in Art History II, taught by art history faculty, are found under the listing for Humanities courses and also count as part of the University Core Curriculum.

201 Introduction to the Visual Arts (3) A basic survey of the media, elements, and organization of painting, graphics, sculpture, and architecture. ARTH 201 is not acceptable for art majors in B2 The Arts. F, Sp, Su

253 Art of Ancient Mexico (3) The Art of Mesoamerica and the development of civilization in southern Mexico, Guatemala, Belize, and Honduras; examination of the Olmec, Maya, Aztec, and other groups, as well as the period of conquest and current conditions among the native peoples of the region. Sp

323 Ancient Art (3) A survey of major monuments and issues of art from the ancient Western tradition, focusing primarily on the work of the Greeks and Romans, from c. 1600 BC to c. AD 400. Prereq: HUM 221 and HUM 222 or consent of instructor.

327 Medieval Art (3) A survey covering major art movements and monuments in Europe, dating from the 4th to the 14th century, but concentrating on the art and architecture of the 8th to the 13th centuries. Prereq: HUM 221 and HUM 222 or consent of instructor.

335 Asian Art (3) This course surveys the art, architecture, and culture of India, China, Central Asia, and Japan. The approach will be primarily chronological within each of these four geographical units. Prereq: HUM 221 and HUM 222 or consent of instructor.

343 Renaissance Art (3) A survey covering major movements, largely in Italy, in the period c. 1300-1600, including the Proto-Renaissance, Early Renaissance, High Renaissance, Mannerism, and Late Renaissance. Prereq: HUM 221 and HUM 222 or consent of instructor.

344 Baroque Art (3) A survey covering major movements in Europe and the Americas in the period 1600-1800, including the art and architecture of the Early Baroque, High Baroque, and Rococo. Prereq: HUM 221 and HUM 222 or consent of instructor.

353 Nineteenth Century European and U.S. American Art (3) Covers the major movements in the period c. 1780-1880, emphasizing Romanticism, Neo Classicism, Realism, and Impressionism. Prereq: HUM 221 and HUM 222 or consent of instructor.

354 Twentieth Century European and American Art (3) The continuation of ARTH 353 covering the major movements in the period c. 1880-1980, including Post Impressionism, Cubism, Fauvism, Expressionism, DaDa, Surrealism, Abstract Expressionism, Pop, the Muralists, and non objective art. Prereq: HUM 221 and HUM 222 or consent of instructor.

355 Contemporary Art (3) The continuation of ARTH 354 covering the movements and artists in the period c. 1970-the present. Prereq: HUM 221 and HUM 222 or consent of instructor. ARTH 354 recommended.

359 Special Studies in Art History (1-3) Art historical studies offered in conjunction with special activities such as seminars, conferences, field work, or travel. Repeatable three times with different topics for a total of six credit hours. Sp, Su

490 Special Problems in Art History (3) An intensive study of some selected problems, areas, and movements in the field of the visual arts. Repeatable with change in course content. Prereq: HUM 221 and HUM 222 or consent of instructor. F, Sp

COMMUNICATIONS

Communications is one of the most dynamic industries in the nation, employing more than a million people and providing hundreds of different career opportunities.

The Communications faculty has developed four different majors to assist students in selecting courses according to individual interests and career goals. Students may select a Bachelor of Arts or Bachelor of Science degree.

The Bachelor of Arts degree requires 12 credit hours in the same non-English modern or classical language or demonstration of proficiency at that level of study.

In order to enroll for any communications internship, a student must be of junior or senior standing and have consent of instructor.

Communications majors must earn 1) a 2.25 overall GPA for major coursework, and 2) a grade of C or better in any course applied toward any major or minor in the Department of Communications.

The mass communication majors of public relations and advertising, journalism, and radio and television adhere to the guidelines of the Accrediting Council for Education in Journalism and Mass Communication. Students in these three majors must take a minimum of 80 hours in courses outside of these majors, including no fewer than 65 hours in arts and science courses. Liberal arts courses include all courses offered in the areas of anthropology, art, communication studies, criminology, economics, English, modern and classical languages, history, humanities, liberal arts, music, philosophy, political science, psychology, sociology, and theatre. Science courses include all courses offered in the areas of astronomy, biology, chemistry, geography, geology, mathematics, and physics. No more than 16 credit hours of lower division mass communication coursework (100-200 level) may be counted in the major.

Students in the three mass communication majors are required to take six hours of cognates: a three-hour course in gender studies and a three-hour course in ethnic diversity; both are subject to approval by students' academic advisors. Freshman and transfer students must take six hours of diversity cognates.

Because of the 80-hour rule, mass communication majors who seek a double major in mass communications or who select a mass communication minor may need additional credit hours to graduate. No more than 12 credit hours of mass communication courses taken at a two-year college may be transferred into a mass communication degree program. Mass communication transfer courses not accepted toward the major cannot be used as elective credit toward the 124 hours required for a bachelor's degree. Students in the three mass communication majors must pass the department's grammar, spelling, and punctuation examination prior to being admitted to junior- and senior-level classes in the major; however, the GSP test is waived if a student earns a minimum C for ENG 101 and ENG 201.

Communications majors (Bachelor of Arts or Bachelor of Science)

36-44 credit hours, depending upon major

Communication Studies Major

36 credit hours

Communication Studies connects two important aspects of a USI education: the liberal arts and the professional preparation. By incorporating writing, speaking, and computer-mediated communications across the curriculum, the communication studies program explores communication in various contexts and forms.

Communication Studies faculty work with students so they can meet the current needs of business and industry leaders who demand that college graduates demonstrate effective communication skills, problem-solving abilities, and leadership experience in addition to the ability to think critically and conceptually. Students emerge from the major in communication studies as proficient, critical consumers and producers of messages and interactions at the personal, social, civic, and professional levels.

Graduates pursue various careers. Many work in sales, retail management, non-profit organizations, human resources, corporate training programs, government agencies, and the healthcare industry, while others own businesses or attend graduate school.

Required courses

15 hours

CMST 107	Introduction to Interpersonal Communication	3
CMST 201	Introduction to Communication Studies	3
CMST 203	Introduction to Performance Studies	3
CMST 204	Business and Professional Communication	3
CMST 301	Communication Criticism and Analysis	3

Communication Studies electives

21 hours as directed by advisor

CMST 214	Group and Team Communication	3
CMST 303	Introduction to Persuasion	3
CMST 308	Rhetoric and Diversity	3
CMST 313	Advanced Performance Studies	3
CMST 314	Organizational Communication	3
CMST 315	Readers Theatre	3
CMST 317	Intercultural Communication	3
CMST 318	Conflict, Mediation, and Negotiation	3
CMST 400	Independent Study	1-3
CMST 402	Gender, Communication, and Culture	3
CMST 407	Communication and Healthcare	3
CMST 410	Seminar in Interpersonal Communication	3
CMST 414	Oral Traditions	3
CMST 420	Seminar in Organizational Communication	3
CMST 427	Family Communication	3
CMST 430	Seminar in Rhetoric	3
CMST 498	Internship	3
CMST 499	Special Topics	3

At least 21 hours in the major must be at the 300 and 400 level. For directed electives, no more than six hours may be taken from a combination of CMST 400 and 498. For an internship, the student must seek permission of the Communications faculty and have second semester junior standing. Some upper-level CMST courses are offered biennially.

Journalism Major

37-44 credit hours

Journalism prepares students for the world of news and information gathering, writing, editing, photography, design, and publishing for print, electronic broadcast, and online media. Students learn journalism skills along with professional values and ethical standards in courses where both convergence and diversity are emphasized. Graduates succeed in any field where writing and a command of the language are needed.

Required Foundation and Advanced Communications Core 10 hours

COMM 192	Introduction to Mass Communication	3
COMM 494	Mass Communication Law and Ethics	3
COMM 495	Mass Communication Research	3
COMM 497	Career Planning and Professional Development	1

Required Visual, Design and Copyediting Sequence 6 hours

(Choose JRN 273 and then one 300-level course to complete sequence.)

JRN 273	Digital Photography	3
JRN 374	Internet Communications	3
JRN 386	Editing and Layout	3

Required Reporting, Writing, and Editing Sequence 9 hours

JRN 281	Basic Reporting	3
JRN 381	Advanced Reporting	3
JRN 481	Public Affairs Reporting	3

Required Convergence Course

3 hours

JRN 388	Online Journalism	3
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Communications Electives

9-10 hours

JRN 180	Journalism Workshop 1-3 (one hour/semester, up to three hours total)	
RTV 255	Media Production	3
ADV 347	Advertising Copywriting	3
PRL 362	Writing for Public Relations	3
JRN 371	Advanced Photography	3
JRN 383	Editorial Writing	3
JRN 384	Feature Writing	3
JRN 400	Independent Study	1-3
JRN 473	Photojournalism	3
COMM 477	International Communications	3
JRN 484	Literary Journalism	3
JRN 488	Digital Storytelling	3
JRN 496	Mass Media Ethics	3
JRN 498	Internship	1-3
JRN 499	Special Topics in Journalism	3

Journalism major requires diversity cognates: six hours (See Communications information above.)

Journalism students may count no more than three hours each from JRN 180, JRN 400, and JRN 498 as directed electives.

An internship in the print or electronic media and work on the campus newspaper, *The Shield*, is highly recommended.

Public Relations and Advertising Major

40 credit hours

Students may choose either an emphasis in public relations or advertising, depending upon individual interests. By carefully selecting appropriate electives offered in the program, students may develop skills in both areas.

Required core

13 hours

PRL 101	Introduction to Public Relations	3
ADV 101	Introduction to Advertising	3
COMM 494	Mass Communication Law and Ethics	3
COMM 495	Mass Communication Research	3
COMM 497	Career Planning and Professional Development	1

Public Relations Emphasis

The public relations emphasis provides students with a background that includes the essential skills of writing and design to enter the rapidly growing public relations field. Students are prepared to advance in their careers through courses in research, strategy development, and integrated marketing campaigns. In addition to required courses, students may choose from a variety of directed communications electives to enhance their career objectives.

Required courses

12 hours

PRL 362	Writing for Public Relations	3
PRL 365	Public Relations Administration	3
PRL 368	Strategic Writing	3
PRL 468	Public Relations Campaigns	3

Advertising Emphasis

The advertising emphasis prepares students for one of the fastest-growing fields in communications. Students acquire the essential skills of writing, design, advertising graphics, research, market analysis, media planning, promotions, integrated marketing campaigns, and communications theory. In addition to required courses, students may choose from a variety of directed communications electives to enhance their career objectives.

Required courses

12 hours

ADV 335	Advertising Strategy	3
ADV 343	Media planning	3
ADV 444	Strategic Campaigns	3
or ADV 441	Integrated Marketing Communications	3
ADV 446	Seminar in Advertising	3

Public Relations and Advertising major requires diversity cognates: six hours (See Communications information.)

Communications electives for the Public Relations and Advertising major**Public Relations emphasis 9 hours****Advertising emphasis 9 hours**

At least one of the Directed Electives must be from ADV 347, JRN 281, or RTV 354

ADV 342	Advertising Design	3
ADV 343	Media Planning	3

ADV 346	Special Events and Promotions	3
ADV 347	Advertising Copywriting	3
ADV 400		
or PRL 400	Independent Study	1-3
ADV 440	Advanced Advertising Campaigns	3
ADV 441		
or PRL 461	Seminar in Integrated Marketing Communication	3
ADV 498		
or PRL 498	Internship	3
ADV 499	Special Topics	3
COMM 190	Computer Basics	1
COMM 192	Introduction to Mass Communication	3
or RTV 151	Survey of Contemporary Broadcasting	3
COMM 477	Comparative Structures of Mass Media in a Global Community	3
JRN 281	Basic Reporting	3
JRN 374	Internet Communications	3
JRN 384	Feature Writing	3
PRL 364	Publications Design	3
PRL 366	Seminar in Public Relations	3
PRL 368	Strategic Writing	3
PRL 465	Institutional Advancement	3
PRL 466	Seminar in Public Opinion	3
PRL 467	Crisis Communications	3
PRL 499	Special Topics	3
RTV 255	Media Production	3
RTV 354	Writing for Electronic Media	3
RTV 452	Broadcast/Cable Sales	3

An internship in public relations or advertising is highly recommended. By interning with a public relations firm, advertising agency, or within corporate or not-for-profit departments, students network with professionals who help them polish their skills for entry into the fields.

Radio and Television Major

40 credit hours

This major combines telecommunications history and theory with practical broadcast applications. Students acquire knowledge and understanding of the broadcast processes and on-air performing skills, utilizing facilities in both the campus radio station WSWI-AM and the Scripps Howard Video Production Complex.

Required core

25 hours

RTV 151	Survey of Contemporary Broadcasting	3
RTV 255	Media Production	3
RTV 256	Broadcast Journalism	3
RTV 351	Radio-Television Performance	3
RTV 354	Writing for Electronic Media	3
RTV 457	Key Issues in Telecommunications	3
COMM 494	Mass Communication Law and Ethics	3
COMM 495	Mass Communication Research	3
COMM 497	Career Planning and Professional Development	1

Radio and Television Major elective courses

6-9 hours

RTV 451	Radio-Television Programming	3
RTV 452	Broadcast and Cable Sales	3
RTV 453	Broadcast and Cable Management	3

Radio and Television Major directed electives**6-13 hours**

ADV 101	Intro to Advertising	3
JRN 374	Internet Communications	3
RTV 352	Advanced Television Production and Directing	3
RTV 353	Techniques of Video Field Production	3
RTV 356	Sportscasting	3
RTV 357	Advanced Broadcast Journalism	3
RTV 499	Special Topics in Radio-Television	3

Optional study opportunities

(Student may select up to six hours listed below as part of the 18 hours of the preceding directed electives list.)

RTV 150	Practicum in Broadcasting	1-3
RTV 350	Radio/TV Workshop	1-3
RTV 400	Independent Study	1-6
RTV 498	Internship in Broadcasting	3

Radio and Television requires diversity cognates: six hours (See Communications information.)

An internship in the broadcast media, practicum work, and/or a broadcast workshop with the campus radio station and TV studio are highly recommended for the junior or senior year.

Communication Studies Minor**21 credit hours****Required courses****15 hours**

CMST 107	Introduction to Interpersonal Communication	3
CMST 201	Introduction to Communication Studies	3
CMST 203	Introduction to Performance Studies	3
CMST 204	Business and Professional Speech 3	
CMST 301	Communication Criticism and Analysis	3

Communication Studies electives**6 hours (as directed by advisor) must be at 300/400 level**

CMST 303	Introduction to Persuasion	3
CMST 308	Rhetoric and Diversity	3
CMST 313	Advanced Performance Studies	3
CMST 314	Organizational Communication	3
CMST 315	Readers Theatre	3
CMST 317	Intercultural Communication	3
CMST 318	Conflict, Mediation and Negotiation	3
CMST 400	Independent Study	1-3
CMST 402	Gender, Communication, and Culture	3
CMST 407	Communication and Healthcare 3	
CMST 410	Seminar in Interpersonal Communication	3
CMST 414	Oral Traditions	3
CMST 420	Seminar in Organizational Communication	3
CMST 427	Family Communication	3
CMST 430	Seminar in Rhetoric	3
CMST 498	Internship	3
CMST 499	Special Topics	3

Journalism Minor**24 credit hours****Required courses 21 hours**

COMM 192	Introduction to Mass Communication	3
JRN 273	Digital Photography	3
JRN 281	Basic Reporting	3
JRN 374	Internet Communications	3
or JRN 386	Editing and Layout	3

Select ONE from:

JRN 381	Advanced Reporting	3
JRN 383	Editorial Writing	3
JRN 384	Feature Writing	3
JRN 484	Literary Journalism	3
or JRN 488	Digital Storytelling	3
JRN 388	Online Journalism	3
COMM 494	Mass Communication Law and Ethics	3

Communications electives

Three hours of upper-level courses as directed by advisor

Public Relations and Advertising Minor**24 credit hours****Required courses 12 hours**

ADV 101	Introduction to Advertising	3
PRL 101	Introduction to Public Relations	3
COMM 494	Mass Communication Law and Ethics	3
COMM 495	Mass Communication Research	3

Communications electives for the Public Relations and Advertising minor

12 hours of direct electives, nine of which must be upper 300-400 level as directed by a public relations or advertising advisor. Nine of the hours must be in advertising or public relations.

Radio and Television Minor**24 credit hours****Required courses 15 hours**

RTV 151	Survey of Contemporary Broadcasting	3
RTV 255	Media Production	3
RTV 351	Radio-Television Performance	3
RTV 354	Writing for the Electronic Media	3
COMM 494	Mass Communication Law and Ethics	3

Communications electives

Nine hours of upper-level courses as directed by advisor

TEACHER CERTIFICATION

Note: Review the College of Liberal Arts teacher certification policy at the beginning of the Liberal Arts section of this bulletin. In addition to a teaching minor in journalism, in order to teach journalism in Indiana secondary schools, a student must have a teaching major in another discipline.

Journalism Minor (teacher certification)**24 credit hours****Required courses 24 hours**

COMM 192	Introduction to Mass Communication	3
JRN 273	Digital Photography	3
JRN 281	Basic Reporting	3
JRN 374	Internet Communications	3
or JRN 386	Editing and Layout	3
JRN 388	Online Journalism	3
Select ONE from:		
JRN 381	Advanced Reporting	3
JRN 383	Editorial Writing	3
JRN 384	Feature Writing	3
JRN 484	Literary Journalism	3
or JRN 488	Digital Storytelling	3
JRN 385	Supervision of Student Publications	3
COMM 494	Mass Communication Law and Ethics	3

Course Descriptions

Advertising (ADV prefix)

101 Introduction to Advertising (3) Lecture materials and discussions will focus on all facets of advertising from the client's, the consumer's, and the creator's viewpoints. Methods and techniques used in print and audio/visual media will be studied. F, Sp, Su

335 Advertising Strategy (3) Background in and understanding of the principles in advertising and using strategic reasoning to apply those principles to solve problems and make strategic advertising decisions. Prereq: ADV 101. Sp

342 Advertising Design (3) A study of the techniques of market analysis, product strategy, copy writing, layout and design, and concept development for advertising. Prereq: ADV 101 and ENG 201. F, Sp

343 Media Planning (3) The course treats researching media options, developing a media plan, and learning how to implement the plan. It includes identifying target audiences, the media they use, the cost efficiency of the media, and determining the costs of the total plan. Prereq: ADV 101 and core math or consent of instructor. F, Sp

346 Special Events and Promotion (3) This course examines the elements of a highly specialized form of advertising, specifically the event planning process, creative brainstorming, budgeting, overcoming obstacles, attracting sponsorships, soliciting volunteers, and evaluations. Prereq: ADV 342 or PRL 364. Sp

347 Advertising Copywriting (3) A study of the principles and practices of writing effective commercial messages for media such as magazines, newspapers, billboards, direct mail, directories, and other promotional copy. It includes studies of message elements; the role of research in developing message strategies; the creative process; and clear, effective, and persuasive copywriting. Prereq: ADV 101 or core equivalent. F, Su

400 Independent Study in Advertising (3) Designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of advertising. A maximum of six hours of ADV 400 may be taken; only three may be taken in any one semester. Students wishing to take independent study courses in the advertising curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications; 2) No more than three hours of Advertising 400 may be directed by the same instructor. 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prereq: 21 hours of communications, upper-division status, and written consent of instructor. F, Sp, Su

440 Advanced Advertising Campaigns (3) To refine campaign skills to be used as a competition class for the American Advertising Federation. May be taken twice. Prereq: consent of instructor. Sp

441 Seminar in Integrated Marketing Communications (3) Approaching organizations' communications issues through the integration of advertising, marketing, and public relations strategies and techniques. Cross-listed with PRL 461 and MKTG 461; may be taken only once as one of these courses. Prereq: senior standing and PRL 101 or ADV 101, and MKTG 201 or 305. Sp

444 Strategic Campaigns (3) Advanced study in the creation and implementation of advertising campaigns. Students will study the evolution of ad campaigns, the various forms of advertising, and local and national ad campaigns. Students also will practice targeting the audience, creating the advertising concept, and selecting media buys and budgeting. Prereq: ADV 335 and nine hours of advertising. F

446 Seminar in Advertising (3) A capstone course involving the study of the origins and effects of modern advertising and how advertising works on individuals and society. Students will conduct their own inquiries through individual projects designed to make them consider the nature of needs and how to design, advertise, and satisfy them. Prereq: ADV 342 or PRL 364 and 15 hours in major completed. Sp

498 Internship in Advertising (3) Offers students job experience in advertising through a minimum of 150 hours of supervised professional work. Prereq: junior standing and consent of instructor. F, Sp, Su

499 Special Topics (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken. Prereq: junior standing.

Communications (COMM prefix)

190 Computer Basics (1) An introduction to basic computer usage and programs designed around common computer tasks and programs, such as QuarkXPress (document/page design), FrontPage (web page design), PhotoShop (graphics and photography manipulation), or PowerPoint (speech presentation). Course can be repeated three times when students take course with different tasks and programs. F, Sp

192 Introduction to Mass Communication (3) Presentation, lectures, and assignments designed to introduce students to the basic concepts of mass communication; to foster an understanding of the roles and functions of communication media in our society; to present concepts and principles of journalism (oral and written); and to prepare students to be intelligent users of media. F, Sp, Su

299 Special Topics in Communications (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken.

477 Comparative Structures of Mass Media in a Global Community (3) This course examines the history and future of international communications and issues related to mass media in a global community, including ethnic and cultural diversity, media systems, the role of media, freedom of the press, parity between distribution of news and shaping the public mind, international stereotyping, and international propaganda. Prereq: junior standing or consent of instructor.

494 Mass Communication Law and Ethics (3) A study of the special laws of libel, First Amendment problems, free press vs. fair trial, copy-right, the Internet, ethical issues, and regulatory provisions that pertain to mass media. Prereq: junior standing. F, Sp, Su

495 Mass Communication Research (3) Theories and applications of research methods for the mass media including survey design, basic statistical procedures, sampling, and the reporting of data. Prereq: junior or senior standing. F, Sp

497 Career Planning and Professional Development (1) This course is designed to prepare the student for transition from college to the job market by examining career options, job search preparation, ethics in professional practice, and leadership skills and development related to decision making. Prereq: PRA, JRN, or RTV major or minor and senior standing or consent of instructor.

Communication Studies (CMST prefix)

101 Introduction to Public Speaking (3) Principles and practices of oral communications with selected experiences in their use. F, Sp, Su

107 Introduction to Interpersonal Communication (3) Increases understanding of oneself, the many roles one plays in the communication process, and the interpersonal relationships of individuals in society. Course includes nonverbal communication, the role of language in structuring interpersonal situations, and the importance of dialogue in resolving interpersonal conflicts. F, Sp, Su

201 Introduction to Communication Studies (3) This course is designed to introduce students to the academic discipline of Communication Studies. For decades, Communication Studies has been mistaken as a discipline that focuses solely on presentational speaking, speechmaking, and public address. However, these elements within CMST represent only a small fraction of the discipline. This course will be an exploration of all the major areas of the field, the history of CMST as a discipline, the research and writing style associated with CMST, the practical and theoretical tools expected of CMST graduates, and the many careers CMST graduates can explore. Sp

203 Introduction to Performance Studies (3) This course will serve two purposes. First, operating on the theory that literature is best understood and appreciated when performed, this course is designed to give students experience performing and analyzing literature. In addition, this course will introduce the many ways we experience performance in our everyday lives. F

204 Business and Professional Communication (3) A study of the theory and principles involved in oral communication situations in the business and professional context. Students will present speeches, participate in interviews, and learn to work in teams. Special attention will be given to the use of computer-mediated communication in each of these units. Sp

214 Group and Team Communication (3) Introduces students to the basics of group and team communication. Students learn about the dynamics of group interaction with emphasis on leadership, decision making, and group preparation. Students will be exposed to a variety of group types, including standing committees, ad hoc groups, task forces, special interest groups, and administrative groups. F

301 Communication Criticism and Analysis (3) The purpose of this course is to familiarize students with basic techniques of planning, conducting, and reporting qualitative human communication research. Focusing on communication criticism as well as ethnographic study, the course will introduce students to methods and theories that can enhance the understanding of most types of communication, including public address, media events, popular culture, organizational interaction, family conversation, cultural artifacts, or social interaction. Prereq: CMST 201 and junior standing. F

303 Introduction to Persuasion (3) This course focuses on our dual roles as producers and consumers of persuasive messages. Students will examine persuasion in a variety of texts and contexts, as well as examine persuasive elements in human interaction and behavior. In addition to learning about the roles logic, credibility, emotion, and cultural tradition play in persuasion, students will learn strategies for constructing effective and ethical persuasive messages. Prereq: CMST 201 and junior standing. Sp

308 Rhetoric and Diversity (3) Students will produce and deliver effective rhetorical messages, actively applying both traditional and more modern rhetorical strategies. The course will begin by studying

traditional (e.g., primarily male and Western) notions of rhetoric, argument, and evidence. The focus will then shift to more recent notions of what “rhetoric” can be, particularly by studying rhetorical strategies. Prereq: CMST 301 and junior or senior standing. Sp

313 Advanced Performance Studies (3) Advanced topics in individual performance as a method of textual study, theory, and practice in individual performance as an aesthetic event and rhetorical and social act. Prereq: CMST 203 or consent of instructor.

314 Organizational Communication (3) A review of the research and theoretical approaches to organizational communication. This course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help to alleviate typical interpersonal problems within organizations. Prereq: CMST 204 and junior standing. F

315 Readers Theatre (3) This course will focus upon a variety of forms of Readers Theatre. Experiences will be provided in adapting selections for Readers Theatre and creating original scripts. Students will study techniques of both directing and performing Readers Theatre productions. Prereq: CMST 203 or consent of instructor.

317 Intercultural Communication (3) This exploration of cross-cultural communication surveys intercultural theories and problems in communication. It offers a general orientation to intercultural communication, theorizes intercultural transactions, and provides insight into cultural differences. Prereq: CMST 107 or consent of instructor; junior standing. C5. Sp, Su

318 Conflict, Mediation and Negotiation (3) This skills-based service learning course will examine conflict, mediation, and negotiation systems in organizations and other personal contexts. It will focus on interpersonal and organizational factors leading to conflict as well as communicatively competent strategies to manage conflict. The course will provide knowledge and skills related to mediating disputes and negotiating agreements. Prereq: CMST 204 and junior standing. F

400 Independent Study in Communication Studies (1-3) This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the discipline. A maximum of six hours may be taken; only three may be taken in any one semester. Students who wish to take independent study courses in the Communication Studies curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications; 2) No more than three hours of CMST 400 may be directed by the same instructor; 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prereq: 21 hours of Communications Studies courses, upper division status, and written consent of instructor. F, Sp, Su

402 Gender, Communication, and Culture (3) This course combines cognitive and experimental approaches to gender and culture as they relate to communication. Students will obtain a critical understanding of gender construction and behavior, as well as learn about gendered conflict, identity, relationships, and differences. Prereq: junior or senior standing. F

407 Communication and Healthcare (3) In this course, students will be introduced to the many ways that we, as human beings, communicate about our health. This seminar has been designed to integrate numerous theoretical and methodological perspectives on health communication in order to give students a broader scope of how health messages and health communication processes are enacted, mediated,

conceptualized, and studied. In this course, students will read and analyze how we communicate health messages interpersonally, organizationally, rhetorically, and through the mass media. Furthermore, through studying diverse health communication processes, students should become more aware of how these processes influence and impact each other (e.g., television messages about smoking impact how people discuss tobacco use interpersonally). Prereq: CMST 107 and junior standing. F

410 Seminar in Interpersonal Communication (3) The special topics course will offer students the opportunity to examine more closely specialized topics in interpersonal communication. Topics may include areas such as family communication, health communication, relational maintenance, or dialogic communication. Students may repeat this course provided the topic is different. Only six hours may apply toward the communication studies major. Prereq: CMST 107. F

414 Oral Traditions (3) This course examines the dynamics of orality, literacy, and tele-literacy to better understand the role oral literacy has played in personal and social expression. Students will examine topics including verbal performance, oral poetry, oral history, folk tales, folk songs, and urban legends. Prereq: junior or senior standing. F

420 Seminar in Organizational Communication (3) This course will offer the students the opportunity to examine more closely specialized issues in organizational research, theory, and application. Topics will vary each semester and may include areas such as values and leadership, organizational advocacy, communication training and development, or organizational culture. Students may repeat this course provided the topic is different. Only six hours may apply toward the major in communication studies. Prereq: CMST 204 and junior standing. F

427 Family Communication (3) This course is designed to enable students to think critically about the communication processes that comprise and define families. In this course, students will be exposed to the numerous methodological and theoretical perspectives taken by contemporary family communication scholars. Moreover, in this course students will learn how to distinguish family communication research from other kinds of scholarship (i.e., family sociology or interpersonal communication) and how to better apply family communication theories and research to their own lives. Prereq: CMST 107 and junior standing. Sp

430 Seminar in Rhetoric (3) This special topics course will offer students the opportunity to examine more closely specialized topics related to the psychological, sociological, or cultural dimensions of persuasion and social influence. Students may repeat this course provided the topic is different. Only six hours may apply toward the communication studies major. Prereq: CMST 301 and junior standing. Sp

498 Internship in Communication Studies (3) Offers students job experience in the discipline through a minimum of 150 hours of supervised professional work. Prereq: junior standing and consent of instructor. F, Sp, Su

499 Special Topics in Communication Studies (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Students may repeat this course provided the topic is different. Only six hours may apply toward the Communication Studies major. Prereq: junior standing.

Journalism (JRN prefix)

180 Journalism Workshop (3) Credit for adequate work toward final publication of *The Shield* newspaper, its Internet site, or for an approved CAP course, doing writing, editing, photography, layout, graphics, sales, and/or management. Students may earn up to three hours credit for this course, but may enroll for no more than one credit hour per semester. No more than three credit hours may be applied to a major or minor in Communications. F, Sp

273 Digital Photography (3) Development in basic skills of mass media photography in a digital environment. Students will use a digital camera to take color photographs and then crop, edit, and produce those photographs in a digital computer laboratory. Emphasis will be on the needs of professional photography as used in print and electronic media. Ownership of or access to a two-megapixel or greater digital camera is required. No camera phones allowed. Prereq: COMM 192 or consent of instructor. F, Sp

281 Basic Reporting (3) Basic fundamentals of how to gather and report news events for the mass media in such a way as to be meaningful to the public. Stress is on the need for developing writing skills, learning technical terms, writing feature stories and other materials in a newspaper. Prereq: sophomore standing. F, Sp, Su

371 Advanced Photography (3) Students will develop advanced skills in news judgment, composition, composites, animation, and special effects photography. They will learn how to design web pages that use interactive sites and 360-degree photo techniques and will produce a portfolio of digital images. Prereq: JRN 273 or consent of instructor. Sp

374 Internet Communications (3) History of Internet, how it works, how to do effective data searches, building web sites and home pages, establishing links, importing graphics, effective layout and design, scanning photos, doing in-depth research, ethics, legal concerns, and specialty uses. Prereq: JRN 281 or ADV 347 or CMST301 or PRL 362 or RTV 256 or consent of instructor. F, Sp

381 Advanced Reporting (3) An advancement of skills and knowledge gained in basic reporting. Students will concentrate on covering specific beats and generating their own news stories. They will be responsible for assigned beats, learn how to develop sources, and track down rumors as part of the beat reporting process. In addition, students will discuss journalistic issues such as libel, ethics, plagiarism, invasion of privacy, and investigative techniques. Prereq: COMM 192 and JRN 281. F

383 Editorial Writing (3) Instruction and practice in writing editorials. Lectures, readings, and reports directed toward discovering, gathering, organizing, and writing opinion page material. Prereq: junior standing or consent of instructor. F

384 Feature Writing (3) Instruction and practice in writing feature articles for newspapers and magazines. Students will be directed to submit articles for publication in magazines. Prereq: junior standing or consent of instructor. F, Sp, Su

385 Supervision of Student Publication (3) This course covers the problems generally faced in supervision of newspapers, magazines, yearbooks, and other publications. F, Sp

386 Editing and Layout (3) Study of the entire print reproduction process from idea formulation to designer's drawing board to the printer's finished product. Stressed is the fitting of copy into specific layout spaces, headline writing, art and photo reduction, and overall publications make-up. Prereq: JRN 281. F, Sp, Su

388 Online Journalism (3) As traditional media move to the Internet, the skills of journalism students must expand to meet the more intense demands of the Internet. The course will show how traditional newsrooms are merging with web products. Prereq: JRN 381.

400 Independent Study in Journalism (1-3) This course is designed to provide an opportunity for upper-division communications majors and minors to research subject areas in the field of journalism. A maximum of six hours may be taken; only three may be taken in any one semester. Students who wish to take independent study courses in the journalism curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications; 2) No more than three hours of Journalism 400 may be directed by the same instructor; 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prereq: 21 hours of communications, upper-division status, and written consent of instructor. F, Sp, Su

473 Photojournalism (3) The course will focus on the role of photography in mass communication, particularly print and Internet products. Students will study the process of combining text, graphics, and photographs to produce messages. Students will expand on the skills in earlier classes and produce products including many photographs, such as the photograph essay in a journalism or mass media context. Students will process color digital photography products through computers and modern software. Prereq: ENG 101 and JRN 273 or consent of instructor. Sp

481 Reporting Public Affairs (3) A journalism capstone course designed to polish the reporting skills of journalism majors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, the local and state legislative process, and regional agencies. Each student will produce an in-depth, current news series or package on an issue or topic of current interest. Prereq: COMM 192, JRN 281, and JRN 381. Sp

484 Literary Journalism (3) This course is about the presentation of legitimate news subjects and materials in a format that borrows strongly from the techniques of feature writing and fiction. Students will be exposed to some of the best examples of published literary journalism. Students will write papers analyzing the reading and write several small news stories in this format. Prereq: JRN 281, JRN 384, ENG 301, or consent of instructor.

488 Digital Storytelling (3) This course is about the expression of news using digital tools, such as web authoring, image processing, drawing, and animation software, to involve audiences in novel ways through interactivity and immersion. Students will be exposed to digital forms and presentations of news that exploit the strengths of the new medium. Prereq: JRN 388, or may be taken concurrently with JRN 388.

496 Media Ethics (3) This course focuses on the importance of ethical journalism in a free society and the impact of press coverage on sources, victims, news consumers, and journalists. Students will study the ethical dimensions of responsible journalism; analyze ethical problems; recognize cultural stereotypes; and learn how to ensure that the voices of both mainstream America and traditionally under-reported groups are heard in media reports. Prereq: junior standing.

498 Internship in Journalism (3) Offers students job experience in journalism through a minimum of 150 hours of supervised professional work. Prereq: junior standing and consent of instructor. F, Sp, Su

499 Special Topics (3) Topics will vary. Purpose of course is to cover topics that are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken. Students may repeat this course provided the topic is different. Only six hours toward the major. Prereq: junior standing. F, Sp, Su

Public Relations (PRL prefix)

101 Introduction to Public Relations (3) Lecture, discussion, and practical application of basic public relations concepts and processes including public relations in corporations, government, and institutions, public opinion, communication media, ethics of public relations, and public relations campaigns. F, Sp, Su

362 Writing for Public Relations (3) Techniques of writing news releases, newsletters, brochures, public service announcements, speeches, and other print and broadcast messages that are a part of the public relations profession. Prereq: ENG 101, PRL 101, or consent of instructor. F, Sp

364 Publications Design (3) Writing, editing, and designing specialized publications for business and industry. Computer-generated design will include newsletters, brochures, and other publications typically used by organizations in communicating with their target publics. Prereq: junior standing and PRL 101 or consent of instructor. F, Sp

365 Public Relations Administration (3) A course involving case studies and problems regarding the principles and application of effective two-way communications in a variety of situations affecting the practice of public relations. Prereq: junior standing and PRL 362, or consent of instructor. F, Sp

366 Seminar in Public Relations (3) A rotating seminar that addresses various topics essential to the public relations practitioner. May be taken only once. Prereq: junior standing and PRL 101, or consent of instructor.

368 Strategic Writing (3) An applied writing course that focuses on strategically planning and preparing goal-oriented messages, and the selection of appropriate delivery techniques to communicate with an organization's target publics. Prereq: PRL 362 or consent of instructor. F, Sp

400 Independent Study in Public Relations (1-3) This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of public relations. A maximum of six hours may be taken; only three may be taken in any one semester. Students who wish to take independent study courses in the public relations curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in Communications; 2) No more than three hours of Public Relations 400 may be directed by the same instructor; 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prereq: 21 credit hours in Communications, upper-division status, and written consent of instructor. F, Sp, Su

461 Seminar in Integrated Marketing Communications (3) Approaching organizations' communications issues through the integration of advertising, marketing, and public relations strategies and techniques. Cross listed with ADV 441 and MKTG 461; may be taken only once as one of these courses. Prereq: senior standing and PRL 101 or ADV 101, and MKTG 201 or 305. Sp

465 Institutional Advancement (3) This course explores principles of institutional advancement (public relations) and development (fund-raising). Topics covered include marketing, public relations, publications, alumni relations, annual appeal, planned giving, corporate and foundation relations, major gifts, and capital campaigns. The course examines ethical issues involved in all aspects of institutional advancement. This course focuses on institutional advancement in modern universities and non-profit institutions, providing students with a foundation in the institutional advancement field. Prereq: PRL 101 and one course from: Adv 342, CMST 317, JRN 384, or PRL 362 or consent of instructor.

466 Seminar in Public Opinion (3) A study of the nature of public opinion and its influences on government, the role of mass media, poll-taking, propaganda techniques, relationship to voting habits, and a detailed examination of techniques developed and used by the press in influencing public opinion. Prereq: junior standing.

467 Crisis Communications (3) Development of strategic plans and execution of communications for events that have the potential to generate negative news coverage of unfavorable public opinion of an organization. Prereq: junior standing.

468 Public Relations Campaigns (3) A capstone course using research techniques to identify problems and/or public relations opportunities, to monitor implementation of communications programs, and to evaluate those programs using a planning process to develop public relations objectives, strategies, and tactics designed to meet client/employer needs. Students will develop a detailed public relations campaign plan for clients. Prereq: junior standing and PRL 101 or consent of instructor. F, Sp

498 Internship in Public Relations (3) Offers students job experience in public relations through a minimum of 150 hours of supervised professional work. Prereq: junior standing and consent of instructor. F, Sp, Su

499 Special Topics (3) Topics will vary. The purpose of the course is to cover topics that are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken. Prereq: junior standing.

Radio and Television (RTV prefix)

150 Practicum in Broadcasting (1) Assignment of electronic media duties with radio station WSWI-AM, the Scripps Howard Video Production Complex, or in an approved CAP course. Students may earn up to eight hours credit for this course, but may enroll for no more than one credit hour per semester. No more than three credit hours may be applied to a major or minor in Communications. Prereq: consent of instructor. F, Sp, Su

151 Survey of Contemporary Broadcasting (3) A history and survey of broadcasting. This course traces the development of broadcasting to the present day, with emphasis on contemporary broadcasting with its social, cultural, and economic implications. F, Sp

255 Media Production (3) An introductory course covering the fundamentals of digital production techniques for radio, video, and audio and video streaming on the Internet. Prereq: sophomore standing. F, Sp

256 Broadcast Journalism (3) Techniques of gathering, writing, editing, and producing news for radio and television. Topics will include broadcast style, working with wire services, codes of ethics, legal considerations, and news applications of audio and video technology. Prereq: RTV 151 or COMM 192 and RTV 255 or consent of instructor. F, Sp, Su

350 Radio-Television Workshop (1-3) A workshop course involving the planning, production, and presentation of radio and/or television program materials. Prereq: A maximum of six hours credit may be taken in this course in the following manner: 1) No more than three hours may be earned in radio nor more than three hours in television; 2) RTV 255 is the prereq; 3) No more than three credit hours in radio and/or television may be taken in any one semester; 4) Enrollees must have written consent of the instructor. F, Sp, Su

351 Radio-Television Performance (3) Specific training in broadcast performance situations applicable to both radio and television, including commercial announcing, news reporting, interviewing, and ad-lib announcing. Attention is given to pronunciation, articulation, and diction. Prereq: RTV 255 or consent of instructor. F, Sp

352 Advanced Television Studio Producing and Directing (3) Study of the problems and techniques of studio-based, multi-camera, real-time television production. Students will prepare, produce, and direct programs for broadcast. Prereq: RTV 255. Sp

353 Advanced Video Field Production (3) Study of the theory and practice of single camera video production with emphasis on concept and script development, camera technology, shot composition, lighting, computer nonlinear editing, and special effects. Students will prepare, produce, and direct client-based PSAs and channel IDs for broadcast. Prereq: RTV 255. F

354 Writing for Electronic Media (3) A study of the techniques and philosophy of copywriting for radio and television advertising, public service, continuity, and general program materials. Prereq: ENG 101 and either ENG 201, 301, 302, or consent of instructor. F, Sp, Su

356 Sportscasting (3) A study of radio and television sportscasting, with an emphasis on radio. Emphasis will be placed upon play-by-play sports newscasts, interviewing, and features. Prereq: RTV 255. Sp

357 Advanced Broadcast Journalism (3) A study of the policies and practices of broadcast news with an emphasis on reporting. Students will produce news packages and learn the decision making processes of broadcast news managers, including agenda setting, gate keeping, and diversity and ethical issues. Prereq: RTV 255 and RTV 256. F

400 Independent Study in Radio-Television (1-3) This course is designed to provide an opportunity for upper-division Communications majors and minors to research subject areas in the field of radio-television. A maximum of six hours may be taken; only three hours may be taken in any one semester. Students who wish to take independent study courses in the radio-television curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications; 2) No more than three hours of Radio-Television 400 may be directed by the same instructor; 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prereq: 21 hours of communications, upper-division status, and written consent of instructor. F, Sp, Su

451 Radio-Television Programming (3) A study of current theories and practices of radio and television programming. The stimulation of creative thinking regarding media programming and its conversion into tangible and practical form. Special attention is given to important aspects of broadcast law and station management and their relationships to programming. Prereq: RTV 151 and RTV 255 or consent of instructor. F

452 Broadcast and Cable Sales (3) Techniques for selling time on radio, television, and cable. Includes interpretation of ratings reports, working with advertising agencies, preparation of sales presentations, and marketing. Prereq: RTV 151 or ADV 101 or consent of instructor. F

453 Broadcast and Cable Management (3) The special problems encountered by managers of broadcast and cable operations. Emphasis on FCC regulations, managing "creative" personnel, serving the public interest, and other issues faced by radio, TV, and cable managers. Prereq: RTV 151 and RTV 255. Sp

457 Key Issues in Telecommunications (3) A capstone course examining contemporary issues confronting broadcasters, cable operators, and Internet content providers. Economic, regulatory, social, and ethical issues are explored. RTV 151, RTV 255, and senior standing. F, Sp

498 Internship in Radio-Television (3) Offers students job experience in radio and television through a minimum of 150 hours of supervised professional work. Prereq: junior standing and consent of instructor. F, Sp, Su

499 Special Topics (3) Topics will vary. Purpose of course is to cover topics that are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken. Prereq: junior standing. F, Sp, Su

ENGLISH

Students majoring in English enter a course of study leading to either a Bachelor of Arts or a Bachelor of Science degree. The Bachelor of Arts requires the study of a non-English modern or classical language through the intermediate (204) level. The English program offers majors and minors with emphases in Literature, Creative Writing, Rhetoric and Writing, and English Teaching. In cooperation with the College of Business, the English program also offers a Minor in Entrepreneurship for English Majors. A student who is not an English major or minor may earn a writing concentration certificate by completing 15 hours of advanced writing courses.

English in the University Core Curriculum

English courses meet several criteria in the University Core Curriculum, depending on the particular content of the course. English courses which meet the University Core Curriculum Goal A1—Composition/Speech—are:

ENG 101	Rhetoric and Composition I – Critical Thinking	3
ENG 201	Rhetoric and Composition II – Argumentation	3

English courses which meet the University Core Curriculum Goal B2—The Arts include the following:

ENG 105	Introduction to Literature	3
ENG 255	Introduction to British Literary History	3
ENG 265	Introduction to American Literary History	3
ENG 382	Bible as Literature	3
ENG 285	Introduction to Film	3
ENG 286	Classical Mythology	3
ENG 302	Creative Writing	3
ENG 330	Ethnic Literature in America	3

English courses which meet other University Core Curriculum goals are:

Goal B1—Ethics:		
ENG 222	Evil in Literature	3
Goal C2—Individual Development/Social Behavior:		
ENG 330	Ethnic Literature in America	3
and Goal C5—Global Communities:		
ENG 386	World Mythology	3
ENG 389	World Literature in Translation	3

English Major – Bachelor of Arts or Bachelor of Science

42 credit hours

Notes: (1) English majors are normally expected to use HUM 241-242 The Western Tradition in Literature I-II to fulfill Category C4: Western Culture in the University Core Curriculum. (2) ENG 101 and ENG 201 do not fulfill any requirements for any major or minor in English or English teaching.

Shared Core: All English majors are required to complete a 12-hour shared core of courses:

ENG 205	Introduction to English Studies and Ways of Reading
ENG 255	British Literary History
ENG 265	American Literary History
ENG 301	Advanced Composition.

Shared Electives: All English majors are required to complete nine hours of shared electives at the 300 and 400 level:

English language 3 hours selected from:

ENG 313	Introduction to Linguistics
ENG 314	Survey of English Grammar
ENG 417	History of the English Language

Theory 3 hours selected from:

ENG 415	History of Rhetoric
ENG 448	Literary Criticism and Theory
ENG 416	Contemporary Issues in Rhetoric

World and Multicultural Literature 3 hours selected from:

ENG 330	Ethnic Literature in America
ENG 375	Modern Canadian Literature
ENG 381	Medieval World Literature
ENG 382	Literature of the Bible
ENG 386	World Mythology
ENG 389	World Literature in Translation

Bachelor of Arts Degree in English with Literature Emphasis

42 credit hours (requires a non-English modern or classical language)

Shared Core: 12 hours

Shared Electives: 9 hours

Directed Electives: 12 hours (300-400 level) as follows:

One literature course focusing on the period before the 18th Century (3):

ENG 381	Medieval World Literature
ENG 382	Literature of the Bible
ENG 424	Chaucer
ENG 426	The Literature of the Renaissance
ENG 451	Shakespeare's Histories and Tragedies
ENG 453	Shakespeare's Comedies and Romances
ENG 473	History of Western Drama I
ENG 449	Major Author (approved)

One literature course focusing on the 18th or 19th Century (3):

ENG 427	Neo-Classical and Eighteenth-Century Literature
ENG 431	Nineteenth-Century Literature
ENG 435	The Novel of the Twentieth Century
ENG 474	History of Western Drama II
ENG 449	Major Author (approved)
Shakespeare or Major Author (3):	
ENG 424	Chaucer
ENG 425	Milton
ENG 451	Shakespeare's Histories and Tragedies
ENG 453	Shakespeare's Comedies and Romances
ENG 449	Major Author (approved)

Theory (literary and rhetorical) (3):	
ENG 387	Women's Literature and Gender Issues
ENG 415	History of Rhetoric and Writing
ENG 416	Contemporary Issues in Rhetoric
ENG 448	Literary Criticism and Theory

Open Electives: nine hours; at least six in literature (300-400 level, and excluding ENG 302)

Bachelor of Arts Degree in English with Creative Writing Emphasis
42 credit hours (requires a non-English modern or classical language)

Shared Core: 12 hours

Shared Electives: 9 hours

Specific Required Courses: Nine hours as follows:

ENG 302	Introduction to Creative Writing
ENG 402	Advanced Creative Writing
ENG 491	The Writer at Work

Directed Electives: 12 hours at the 300 and 400 level as follows:

Choose one of the following: (3)

ENG 303	Poetry Workshop
ENG 304	Fiction Workshop

Choose one of the following: (3)

ENG 305	Non-Fiction Workshop
ENG 307	Screenwriting Workshop
ENG 335	Playwriting Workshop
ENG 399	Special Topics in Creative Writing Techniques.

Choose one of the following: (3)

ENG 431	Nineteenth Century Literature
ENG 432	Twentieth Century Poetry
ENG 437	Contemporary Fiction

Choose one of the following: (3)

ENG 451	Shakespeare's Histories and Tragedies
ENG 453	Shakespeare's Comedies and Romances
ENG 449	Major Author

Bachelor of Arts Degree in English with Rhetoric and Writing Emphasis

42 credit hours (requires a non-English modern or classical language)

Shared Core: 12 hours

Shared Electives: 9 hours

Specific Required Courses: 21 hours (300-400 level) as follows:

Craft Courses: 12-15 hours from:

ENG 316	Critical and Investigative Writing
ENG 411	Writing in the Digital Age
ENG 412	Writing for the Professions
ENG 414	Intercultural Technical Writing
ENG 491	The Writer at Work; and other courses as designated by the English Department.

Theory Courses: 3-6 hours from:

ENG 413	Theory in Rhetoric and Writing
ENG 415	History of Rhetoric
ENG 416	Contemporary Issues in Rhetoric
ENG 448	Literary Theory and Criticism.

Open English Electives: three to six hours if needed to total 21 hours of electives; ENG 302 may not be selected as an elective.

Bachelor of Arts Degree with English Teaching Emphasis
42 credit hours (requires a non-English modern or classical language),

Note: Students entering the English teaching program should review the College of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin.

Shared Core: 12 hours

Shared Electives: 9 hours

Specific Required Courses:

Shakespeare (3 hours):

ENG 451	Shakespeare's Histories and Tragedies, or
ENG 453	Shakespeare's Comedies and Romances

English Teaching (6 hours):

ENG 310	Writing in the Secondary Schools, and
ENG 444	Literature in the Secondary Schools

Open Electives: Twelve hours at the 300-400 level, may include theory, literature, rhetoric, and writing.

Education Minor (24 hours), Bower-Suhrheinrich College of Education and Human Services

Bachelor of Science Degree in English with Rhetoric and Writing Emphasis

42 credit hours

This program is identical to the Bachelor of Arts Degree in English with Rhetoric and Writing Emphasis, except no non-English modern or classical language is required.

Bachelor of Science Degree, English Teaching Major

42 credit hours

This program is identical to the Bachelor of Arts Degree in English with Teaching Emphasis, except no non-English modern or classical language is required.

English Teaching Minor

27 credit hours

Note: Students entering the English teaching program should review the College of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin.

Shared Core: 12 hours

Shared Electives: 9 hours

Directed Electives: 6 hours

Three hours in a rhetoric or composition theory-related course at the 300- or 400-level ENG 310, ENG 415, or ENG 416

Three hours in Shakespeare or another major author at the 300- or 400-level including ENG 449, ENG 451 and ENG 453

English Minor with Literature Emphasis

24 credit hours

Shared Core: 12 hours

Directed Electives: 12 hours

Three hours in theory selected from:

ENG 415	History of Rhetoric
ENG 448	Literary Criticism and Theory
ENG 416	Contemporary Issues in Rhetoric

Three hours in world and multicultural literature selected from:

ENG 330	Ethnic Literature in America
ENG 375	Modern Canadian Literature
ENG 381	Medieval World Literature
ENG 382	Literature of the Bible
ENG 386	World Mythology
ENG 389	World Literature in Translation

Three hours in Shakespeare or another major author

ENG 424	Chaucer	
ENG 425	Milton	
ENG 451	Shakespeare's Histories and Tragedies	
ENG 453	Shakespeare's Comedies and Romances	
ENG 449	Major Author (approved)	

Three hours of literature at the 300-400 level

English Minor with Creative Writing Emphasis

24 credit hours

Core: Nine hours as follows:

ENG 205	Introduction to English Studies and Ways of Reading	3
ENG 255	British Literary History or	
ENG 265	American Literary History	3
	Upper level literature course	3

Limited Electives: Six hours as follows:

Three hours in theory selected from:

ENG 415	History of Rhetoric	
ENG 448	Literary Criticism and Theory	
ENG 416	Contemporary Issues in Rhetoric	

Three hours in world and multicultural literature selected from:

ENG 330	Ethnic Literature in America	
ENG 375	Modern Canadian Literature	
ENG 381	Medieval World Literature	
ENG 382	Literature of the Bible	
ENG 386	World Mythology	
ENG 389	World Literature in Translation	

Specific Required Courses: Six hours

ENG 302	Introduction to Creative Writing	3
ENG 402	Advanced Creative Writing	3

Directed Electives: Three hours in an advanced workshop, selected from:

ENG 303	Poetry Workshop	
ENG 304	Fiction Workshop	
ENG 305	Non-Fiction Workshop	
ENG 307	Screenwriting Workshop	

English Minor with Rhetoric and Writing Emphasis

24 credit hours

Core: Nine hours:

ENG 205	Introduction to English Studies and Ways of Reading	3
ENG 255	British Literary History or	
ENG 265	American Literary History	3
ENG 301	Advanced Composition	3

Limited Electives: Six hours at the 300 and 400 level as follows:

Three hours in literary theory, selected from:

ENG 387	Women's Literature and Gender Issues:19th and 20th-Century Theory and Praxis	
ENG 448	Literary Criticism and Theory	

Three hours in rhetorical studies, selected from:

ENG 415	History of Rhetoric	
ENG 416	Contemporary Issues in Rhetoric	

Directed Electives: Six to nine hours at the 300 and 400 level, selected from the following:

ENG 316	Critical and Investigative Writing	
ENG 412	Writing for the Professions	
ENG 411	Writing in the Digital Age	
ENG 491	The Writer at Work	

Open English Electives: Three hours if needed to total nine hours of electives; ENG 302 is excluded.

Minor in Entrepreneurship with English Emphasis

18 credit hours

9 Hours in Business:

MNGT 352	Entrepreneurship Ideation and Innovation	
MNGT 353	Entrepreneurship Feasibility Analysis	
MNGT 354	Small Business and Entrepreneurship	

9 Hours in English, selected from the following courses:

ENG 316	Critical and Investigative Writing	
ENG 319	Fundamentals of Grant Writing	
ENG 411	Writing in the Digital Age	
ENG 412	Writing for the Professions	
ENG 414	Intercultural Technical Writing	
ENG 419	Advanced Grant Writing	
ENG 498	Internship in English	

Writing Concentration Certificates

15 credit hours

The English Department offers two writing concentration certificates: The Writing Concentration and The Creative Writing Concentration.

The Writing Concentration:

Required courses

ENG 301	Advanced Composition	
ENG 316	Critical and Investigative Writing	
ENG 412	Writing for the Professions	
ENG 411	Writing in the Digital Age	
ENG 415	History of Rhetoric	
ENG 416	Contemporary Issues in Rhetoric	
ENG 417	History of the English Language	
ENG 491	The Writer at Work	

The Creative Writing Concentration:

Required courses

ENG 302	Creative Writing	
ENG 305	Non-Fiction Workshop	
ENG 307	Screenwriting Workshop	
ENG 335	Playwriting I Workshop	
ENG 303	Poetry Workshop	
ENG 304	Fiction Workshop	
ENG 402	Advanced Creative Writing	
ENG 491	The Writer at Work	

Course Descriptions

English (ENG prefix)

100 Introduction to Rhetoric and Composition (3) A portfolio-based, preparatory course in reading, writing, reflection, and discussion, emphasizing rhetorical analysis and strategies for focusing, developing, and organizing writing. Special attention also is given to strategies for revising and editing writing. Course credits will apply as electives toward graduation. Prereq: GENS 098 or appropriate placement, based on high school GPA and standardized test scores (SAT or ACT). Basic keyboarding skills required. F, Sp, Su

101 Rhetoric and Composition I: Literacy and the Self (3) A course in the critical arts of reading, writing, reflection, and discussion, with an introduction to rhetoric and informal logic. Meets University Core Curriculum Goal A1: Composition/Speech and A3 Critical Thinking. Prereq: ENG 100 or appropriate placement based on SAT Critical Reading and Writing Scores (or ACT equivalents), high school rank percentile, and English Department placement essay. Basic keyboarding skills required; see ASBE 121. F, Sp, Su

103 Fundamentals of Creative Writing (1) This course, designed specifically for incoming freshmen with creative writing scholarships, teaches the fundamentals of poetry and fiction writing. Students will read and write fiction and poetry. F

105 Introduction to Literature (3) An introduction to literature emphasizing the ability to read critically. Topics vary. Meets University Core Curriculum Goal B2: The Arts. F, Sp, Su

201 Rhetoric and Composition II: Literacy and the World (3) A second course in the critical arts of reading, writing, reflection, and discussion emphasizing the responsibilities of written inquiry and structured reasoning. Meets University Core Curriculum Goal A1: Composition/Speech. Prereq: ENG 101 or approved equivalent. F, Sp, Su

205 Introduction to English Studies and Ways of Reading (3) ENG 205 introduces students to the major literary genres (lyric poetry, drama, and prose fiction), to significant theoretical orientations (such as formalism, reader-response, Marxism, and feminism) that establish particular ways of reading any text, and to the range of disciplines included within the study of English (including linguistics, rhetoric, writing, and the teaching of English). This course is intended to help students become more critical and informed readers, more comfortable with the terminology used across the broad spectrum of English courses, and more able to marshal technical information and apply theoretical concepts in their literary interpretations. Prereq: ENG 201 or equivalent. F, Sp

210 Technical Writing (3) The fundamentals of technical communication with emphasis on clear, precise, and orderly exposition. Prereq: ENG 101.

222 Concepts of Good and Evil in Literature (3) A study of literary works from different countries and eras that reflect on the causes, nature, and consequences of evil. Special focus on development of ethical principles and decision-making. Meets University Core Curriculum Goal B1: Ethics. Prereq: ENG 101.

231 African American Literature (3) A course which examines the African American literary tradition, covering representative works from the African pre-colonial and modern periods, nineteenth century America, the Harlem Renaissance, to the present. Included are works by African and African American authors from the oral and written traditions of poetry, prose, and drama.

255 Introduction to British Literary History (3) ENG 255 examines the historical development of British literature, from the Anglo-Saxon invasions that catalyzed the birth of a British national identity and brought Beowulf into the literature of England, through the contentious development of this national identity into a global power, to Britain's 20th century post-colonial status. By concentrating on representative or "canonical" works as well as those conventionally under-represented, the course will provide students with the background necessary to understand British literary works in their social, political, and cultural contexts. Prereq: English 101 or equivalent. Meets Core Curriculum Goal B2: The Arts. F, Sp

265 Introduction to American Literary History (3) ENG 265 provides an overview of the main currents in the development of American literature, from its beginnings in pre-colonial times through its reliance on and then struggle against British and European themes and forms, to its 20th-century development into the many voices of an uneasily multi-ethnic world power. By historically situating representative works from within the canon as well as from voices traditionally excluded or under-represented, the course will provide students with the background necessary to understand literature as the product of and often as challenging this background. Prereq: English 101 or equivalent. Meets Core Curriculum Goal B2: The Arts. F, Sp

285 Introduction to Film (3) An introductory examination of motion pictures as an art form. Students attend a series of selected films and discuss and evaluate them with respect to theme and technique. Critical principles are examined, and basic dramatic, literary, and photographic principles of cinema are investigated. Meets University Core Curriculum Goal B2: The Arts. F, Sp

286 Classical Mythology (3) A study of the mythologies of the Near Eastern, Cretan, Greek, Roman, and Northern European civilizations. Meets University Core Curriculum Goal B2: The Arts. Prereq: ENG 201.

288 Women in Literature Through the 18th Century (3) A study of representations of women in literature written by men and women. For the most part this course falls into these periods: Hebrew, Classical Greek, Roman, Medieval, Renaissance, Seventeenth and Eighteenth Centuries. The course provides historical background for studying contemporary women's literature, theory, and issues.

299 Special topics of Literature (3) Selected works grouped together because they all deal with the same type (e.g., Science Fiction, Satire) author(s) (Hemingway and Fitzgerald, Virginia Woolf), or concept (Alienation in Literature, Psychology and Literature). Each time this course is offered the particular topic is announced in the class schedule. A student may take this course only once for credit as part of the English requirements, a student may take the course more than once for elective hours toward University requirements.

301 Advanced Composition (3) A flexible course in advanced composition, sometimes in a lecture-discussion format, stressing advanced techniques of analyzing a question, formulating answers, and organizing and elaborating the presentation; sometimes in a seminar format, stressing special types of exposition such as technical and business reports, scholarly papers, and magazine articles; and sometimes in whatever format, concentrating on the cultivation of an effective prose style. Prereq: ENG 201 or consent of instructor. F, Sp

302 Creative Writing (3) Inquiry into the creative process. Students will write poems, short fiction, and dramatic scenes with critical analysis and discussion by the instructor and class. Meets the University Core Curriculum Goal B2: The Arts. Prereq: ENG 201 or consent of instructor. F, Sp

303 Poetry Workshop (3) An intense study of poetry in which students examine poems of others and address in their own poems; issues of character, personality, image, nuance, tone, setting; and concision. Prereq: ENG 302. F

304 Fiction Workshop (3) An intense study of fiction in which students examine fiction of others and write fiction of their own. Prereq: ENG 302. Sp

305 Non-Fiction Workshop (3) A course in which students will hone critical skills and polish their prose in the literary essay. Prereq: ENG 302. F

307 Screenwriting Workshop (3) An intense study of screenwriting in which students examine screenplays of others and write a full-length screenplay of their own. Prereq: ENG 302.

310 Writing in the Secondary Schools (3) A course for prospective secondary school teachers on issues related to teaching writing in grades 5-12, including writing as a process, assigning and evaluating student writing, portfolio assessment, and research as writing to learn. Students also will practice writing in a variety of modes. Required for Teacher Certification in English. Prereq: ENG 301 or consent of instructor.

313 Introduction to Linguistics (3) An introduction to the discipline of linguistics, with particular attention to the following fields: historical linguistics, comparative linguistics, descriptive linguistics, semantics, applied linguistics (with special reference to education), sociolinguistics, psycholinguistics, and assorted grammatical studies. Prereq: ENG 201 or permission of instructor.

314 Survey of English Grammars (3) Survey of the tradition of English grammatical study, including scholarly and pedagogical grammars, from the eighteenth century to the present. Prereq: ENG 201 or consent of instructor.

316 Critical and Investigative Writing (3) A course aimed at developing critical thinking and investigative skill—the latter involving greater sophistication not only in secondary research but also in primary research (e.g., questionnaires, interviews, etc.). These skills are applicable whether the writing is for government agencies, non-profit organizations, research foundations, business, industry, or education. Prereq: ENG201.

319 Fundamentals of Grant Writing (3) This course studies the grant-writing process, specifically including learning the basics of philanthropy from grant seeker and donor perspectives and understanding the overall grant-seeking and funding process (the rhetoric of proposal guidelines, required submission components, and follow up procedures). Through designing and writing an individual grant proposal, as well as a narrowly focused, collaborative mock grant proposal, students will develop a thorough grounding in how to submit a grant proposal to a private foundation, corporation, or government institution. Prereq: ENG 201.

322 The Short Story (3) A chronological investigation of the development of the short story, emphasizing the short story in English but considering European, Asian, and Latin American traditions as well. Prereq: junior standing.

330 Ethnic Literature in America (3) A survey of significant minority contributions to literature, particularly Black-American, but including Native-American, Asian-American, and Mexican-American. Meets University Core Curriculum Goal B2: The Arts and C2: Individual Development/Social Behavior. Prereq: 62 credit hours or consent of instructor. Sp

335 Playwriting I (3) An intense study of dramaturgy in which students will write dramas of their own. Cross-listed with THTR 361. Prereq: ENG 302 and THTR 102.

375 Modern Canadian Literature (3) A study of major trends and authors in modern Canadian prose fiction from about 1930 to the present, with some consideration of cultural backgrounds. Prereq: ENG 201 and junior standing.

381 Medieval World Literature (3) An introduction to Medieval World Literature in translation, including works from Europe, the Middle East, and Asia from the sixth century CE to 1400 CE. Students will read major works by Boethius, Dante, Christine de Pizan, Petrarch, Abelard and Heloise, Chretien de Troyes, Farid Ud-Din Attar, Kenko, Sei Shonagon, and Ou-Yang Hsui, as well as anonymous Irish and Anglo-Saxon texts. Prereq: ENG 201.

382: Literature of the Bible (3) Literary study of selected writings of the Hebrew Bible, the Apocrypha, and the New Testament, in English translation. Meets University Core Curriculum Goal B2: The Arts. Prereq: sophomore standing or consent of instructor.

386 World Mythology (3) An examination of the major cultural mythologies from around the world for cross-cultural comparisons and contrasts. Meets University Core Curriculum Goal C.5: Global Communities. Prereq: ENG 201 and sophomore standing. Sp

387 Women's Literature and Gender Issues: 19th- and 20th-Century Theory and Praxis (3) A study of significant 19th- and 20th-century works of literature and literary theory by or about women, with special emphasis on the implications of gender for art and culture. Prereq: ENG 201 or consent of instructor.

389 World Literature in Translation (3) Readings in world literature in translation, in cultural context. Selections and themes may vary per offering. May be taken twice for credit as topic varies. Cross-listed with INST 389. Prereq: ENG 201 and sophomore standing. Cross-listed with INST 389.

399 Special Topics in Creative Writing: Techniques (3) This course is a revolving-content course on the artful use of specific techniques in creative writing through reading, writing, and workshop. Students should have workshop (303, 304, or 305) experience in the genre being studied, or permission of the instructor. This course is repeatable for up to nine credit hours in the Creative Writing emphasis. Prereq: ENG 302.

402 Advanced Creative Writing (3) An advanced course designed for students committed to writing professional poetry, or fiction. Students will be admitted by consent of the instructor and will contract with the instructor to concentrate in one of the above areas. Prereq: ENG 302 and 303 or 304, or consent of instructor.

411 Writing in the Digital Age (3) A course in the kinds of writing made possible by computer-based composing with attention to the impact of technology and computers upon the writer's process and product. The course will cover word processing, document design, desktop publishing, hypertext, email, Internet information access, and multimedia presentation. Prereq: ENG 301.

412 Writing for the Professions (3) Study of practical ways to write the specialized documentation needed for today's industry, science, research, and technical management. Prereq: ENG 301.

413 Theory in Rhetoric and Writing (3) A course that examines the historical development of rhetoric and writing studies, paying special attention to current theory and pedagogy. Course includes reading in

major movements from pre-process to post-process; modes of inquiry such as theoretical, historical, and empirical; and areas of special importance to today's teachers and scholars, including feminist rhetoric, culture studies, and social justice. Counts toward the directed elective requirement within the English teaching major and fulfills the directed elective/theory requirement within the Rhetoric and Writing Emphasis. Prereq: ENG 201 and junior standing.

414 Intercultural Technical Writing (3) Intercultural Technical Writing will provide students with the ability to discern and conceptualize the codes, conventions, and discourse structures of differing cultures, thus enabling students to both localize and internationalize technical and professional documents. This course emphasizes that recognizing and analyzing cultural diversity is essential for successful communication within the scientific, technical, and business fields. Prereq: ENG 201 and junior standing.

415 History of Rhetoric (3) An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of human beings and on historical events which influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own communication and to their evaluation of the communications of others. Cross-listed with philosophy. Prereq: ENG 201 and junior standing.

416 Contemporary Issues in Rhetoric (3) An intensive exploration of the 20th century's re-valuing of rhetoric as an interdisciplinary theory of language and meaning. This course complements ENG 415 (The History of Rhetoric). Prereq: ENG 205 and junior standing.

417 History of the English Language (3) A chronological study of the recorded history of the English language from the ninth century to the present. Detailed study of major changes in phonology, lexicon (morphology and semantics), and syntax. Attention to the notion and practice of Standard English and to the development and current state of dialects in the USA. Prereq: ENG 201 and junior standing.

419 Advanced Grant Writing (3) This course applies the fundamentals and theory of grant writing to a client-based project with non-profit or not-for-profit local organizations in a service-learning environment. Students will work with the client to locate sources of funding, prepare the grant proposal, and submit the grant application to the appropriate agency. Classroom instruction will include rhetorical analysis of the grant-writing situation broadly allowing them to apply principles of effective grant writing to a specific client and grant situation. English 419 also emphasizes the effective management of collaborative writing and client-based projects. This course is repeatable up to six hours for the Rhetoric and Writing emphasis. Prereq: ENG 319 or permission of instructor.

424 Chaucer (3) A study of the major works of Geoffrey Chaucer, particularly *The Canterbury Tales*, with attention to the language and times of Chaucer. Includes lecture and discussion. Prereq: 62 credit hours of credit or consent of instructor.

425 Milton: Prose and Poetry (3) John Milton's prose and poetry constitute essential parts of the English tradition in literature, politics, and religion. This course focuses on Milton's prose writings—e.g., *Areopagitica* and *The Tenure of Kings and Magistrates*—which have profoundly influenced both the English and American politics and on his lyric, epic, and dramatic poems, including close study of *Paradise Lost* and *Paradise Regained*. Prereq: ENG 201 and junior standing.

426 The Literature of the Renaissance (3) Non-dramatic literature of the Renaissance. Emphasis on major figures such as Spenser, Donne,

and Milton. Prereq: either ENG 255 and ENG 301 or consent of instructor.

427 Neo-Classical and Eighteenth-Century Literature (3) From Dryden to the pre-Romantics. Emphasizes poetry and changing social thought in England and America, with continental backgrounds. Prereq: ENG 201 and junior standing.

431 Nineteenth-Century Literature (3) The writing of the English Romantics and Victorians and of American writers of the period, studied against the background of nineteenth-century continental writers. Prereq: ENG 201 and junior standing.

432 Twentieth-Century Poetry (3) A study of representative twentieth-century poets. Prereq: ENG 201 and junior standing.

435 The Novel to the Twentieth Century (3) A study of prose fiction to 1900 including the origins of the novel in the seventeenth century, the Enlightenment and Romantic Era, and the great Victorian, American, European, and Russian writers of the nineteenth century in English or in English translation. Prereq: ENG 201 and junior standing.

436 The Novel of the Twentieth Century (3) A study of prose fiction after 1900, including the great Modernist writers of England and Europe along with great post-Modernist practitioners from throughout the world including Latin America, the Middle East, and Australia in English or in English translation. Prereq: ENG 201 and junior standing.

437 Contemporary Fiction (3) A study of prose fiction of the recent past by practitioners from throughout the world in English or English translation. Prereq: ENG 201 and junior standing.

444 Literature in the Secondary Schools (3) A course on issues related to the teaching of literature in grades 5 to 12, including censorship, literary theory, adolescent literature, multicultural literature, the ethics of reading, and the connections between reading and the other language arts: writing, speaking, and listening. Prereq: ENG 301.

448 Literary Criticism and Theory (3) A study of literary criticism and aesthetic theory. Consists of a survey of literary theories, and an introduction to current critical approaches to literature. Prereq: ENG 201 and junior standing.

449 Major Author (3) An intensive study of the works of a major author in fiction, poetry, drama, or nonfiction. Course may be repeated for credit as long as the student has not previously studied the author in an ENG 449. Prereq: junior standing.

451 Shakespeare's Histories and Tragedies (3) An intensive study of selected comedies, tragedies, histories, and romances. Required of English majors. Prereq: either ENG 255 and ENG 301, or consent of instructor. F

453 Shakespeare's Comedies and Romances (3) An intensive study of selected comedies and romances by William Shakespeare. Prereq: ENG 201 and junior standing, or permission of the instructor. Sp

459 Special Studies in English (1-3) English studies in conjunction with special activities and events, such as seminars, conferences, field work, travel projects, and research. Semester hours of credit awarded for each offering will be determined by the instructor and the department chairperson. Repeatable for up to six hours with change of topics. Prereq: consent of instructor.

467 The Contemporary American Novel (3) An exploration of the literary trends and movements in America from the mid-twentieth century to the present, with the leading figures who have shaped the

American literary tradition of this period. The course will consider literary and cultural changes, with particular attention to unique features of the contemporary American novel.

473 History of Western Drama I (3) Survey of representative plays from classic through the Renaissance as a basis for theatrical production and dramatic criticism. Cross-listed as THTR 473. Prereq: ENG 201 and junior standing. F

474 History of Western Drama II (3) Survey of representative plays from the Restoration to the modern periods as a basis for theatrical production and dramatic criticism. Cross-listed as THTR 474. Prereq: ENG 201 and junior standing. Sp

480 Independent Study (3) Individualized study under the direction of a faculty member, leading to the production of a substantial written product. May be used to meet a requirement for the English major or minor with prior approval of the department chairperson. A maximum of six credit hours may be earned. Prereq: ENG 205 and junior standing.

490 Practicum: Tutoring and Individualized Instruction in English (3) A course that enables a student to gain practical experience in teaching English on a one-to-one basis while staffing the University's Writing Workshop. Tuition waiver possible. Hours do not apply to University Core Curriculum or the English major. Students attend a weekly seminar of approximately one-and-one-half hours and tutor in the workshop. Prereq: consent of instructor.

491 The Writer at Work (3) An advanced seminar for students in the Writing Emphasis, the Writing Concentration, or the Creative Writing Concentration, involving all aspects of preparing a manuscript through actual publication. Students will complete a project demonstrating such professional competence. Prereq: senior standing and consent of instructor.

498 Internship in English (3) A course granting credit for work experiences complementing the English major. The course provides for a minimum of 150 hours of supervised professional work, two written evaluations by the supervisor, an on-site visit by a University representative, maintenance of a log or portfolio, and periodic interviews with a department faculty member. Open to juniors or seniors. Grades assigned as Satisfactory or Unsatisfactory only. Prereq: ENG 301 and consent of instructor. F, Sp, Su

499 Seminar in Literature and Language (3) An advanced topics course for majors, minors, and other qualified students. A maximum of six credit hours may be earned. Prereq: 62 credit hours and consent of instructor.

HISTORY

History offers original and indispensable ways of looking at human experience because it distinguishes and evaluates continuity amid the forces of change. By means of historical inquiry, the modern world is seen as shaped by the past. History enriches the mind by enabling it to compare present and past events, ideas, and movements. As a humanistic discipline, history considers beliefs and values, individual personalities, religions, philosophies, literature, and the fine arts. As a social science, history endeavors to discern patterns over time by examining the development of groups and institutions, politics and economics, wars, and the balance of power. History offers a public reservoir from which students can draw knowledge, wisdom, and personal strength.

As a discipline, history educates all students for citizenship and for a variety of careers. History majors and minors are prepared to pursue graduate and professional programs in history and related fields. In addition to teaching, they find careers in diverse areas that include law, public administration, library science, museum and historic site management, business, medicine, and the ministry.

The History Department offers Bachelor of Arts and Bachelor of Science degrees in history and a history minor. It also offers the Bachelor of Science degree for social science teaching majors. The B.A. in history requires completion of 36 hours in history and 12 hours in a non-English modern or classical language (or demonstration of competence at the intermediate level through an appropriate language examination). The B.A. degree is recommended for students preparing for graduate study in history or for professional school. A minor in one of the humanities or social sciences is strongly recommended. The B.S. in history requires completion of 36 hours in history. A minor in one of the humanities or social sciences also is strongly recommended. The B.S. in history is recommended mostly for those not planning graduate study in history or in a professional program. The B.S. in social science teaching is offered to students preparing for teacher certification in middle and secondary schools; see the section in this bulletin "Social Science Secondary Education Major" for the requirements in this major.

History Major

36 credit hours

Required courses

Six hours selected from the 100-level classes:

HIST 101	The United States to 1865	3
HIST 102	The United States since 1865	3
HIST 130	Issues in American History (130 may be taken twice.)	3
HIST 111	World Civilizations I	3
HIST 112	World Civilizations II	3
HIST 140	Issues in World History (may be taken twice)	3

Required nine hours:

HIST 298	Historical Methods	3
HIST 398	Historiography	3
HIST 498	Senior Seminar in American History	3
or HIST 499	Senior Seminar in World History	3

Elective courses

History majors must select nine hours from one of the elective areas of history listed below and six hours from each of the other two areas. Elective Area I: United States History, Elective Area II: European History, Elective Area III: African, Asian, Latin American, Middle Eastern, and Russian/Soviet History. HIST 498 and/or HIST 499 will be counted in the appropriate elective area if taken twice.

History Minor

24 credit hours

Required courses

Six hours selected from the 100-level classes:

HIST 101	The United States to 1865	3
HIST 102	The United States since 1865	3

HIST 130	Issues in American History (HIST 130 may be taken twice)	3
HIST 111	World Civilizations I	3
HIST 112	World Civilizations II	3
HIST 140	Issues in World History (HIST 140 may be taken twice)	3
Required nine hours:		
HIST 298	Historical Methods	3
One course selected from:		
HIST 398	Historiography	3
HIST 498 or HIST 499	Senior Seminar in American History Senior Seminar in World History	3 3

Elective courses

History minors must select a minimum of 12 hours from the elective areas of history listed below. Not more than six hours may be from any one area. Elective Area I: United States History, Elective Area II: European History, Elective Area III: African, Asian, Latin American, Middle Eastern, and Russian/Soviet History. HIST 498 and/or HIST 499 will be counted in the appropriate Elective Area if not also counted as a required course above.

SOCIAL SCIENCE SECONDARY EDUCATION

Social Science Teaching Major

Students seeking a bachelor's degree in social science teaching and licensure as a senior high/junior high/middle school (grades 5 through 12) social studies teacher will be advised by members of the History Department. Under the current program, which meets the State of Indiana requirements for licensure, all students will complete fields in history (which includes both U.S. and world history) and government; they will select an additional teaching field from the following: economics, psychology, and sociology. Thus, all program completers will qualify for licensure in at least three areas: history, government, and one of the following – economics, psychology, or sociology. Three components comprise each program leading to Indiana certification as a secondary teacher. These components are: University Core Curriculum (51 hours). Review requirements for the University Core Curriculum printed elsewhere in this bulletin.

Professional Education (courses taught by the Bower-Suhrheinrich College of Education and Human Services necessary to meet state licensing requirements). Review appropriate sections elsewhere in this bulletin under the Bower-Suhrheinrich College of Education and Human Services. Academic content areas in history, government, and one of the following: economics, psychology, or sociology (60 credit hours).

Program Admission Requirements

The social science secondary education major does not provide comprehensive certification to teach social studies in Indiana. Licensing is based on teaching areas instead. After successful completion of 45 hours of course work, candidates for certification must submit an application for admission to the teacher education program. Application materials are available in the Bower-Suhrheinrich College of Education and Human Services

office. The application process includes a formal interview with faculty in teaching areas and submission of additional written materials. Admission requirements also include 1) passing scores on Praxis I, a basic skills test of reading, writing, and math; and 2) a cumulative GPA of 2.75 as well as a GPA of 2.75 in each teaching field and in education courses.

NOTE: These minimum GPA requirements also apply to admission to student teaching and program completion. Review the College of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin for further information.

Social Science Teaching Major: 60 credit hours

Requirements for the major:	Hours
A. 21 credit hours	
• HIST 101 or HIST 102	3
• HIST 111 or HIST 112	3
• HIST 298	3
• U.S. History: two courses selected from: HIST 302, HIST 303, HIST 304, HIST 305, HIST 306, HIST 307, HIST 308	6
• European/World History: two courses selected from: HIST 341, HIST 342, HIST 343, HIST 344, HIST 345, HIST 346, HIST 347, HIST 348, HIST 349, HIST 351 and HIST 271, HIST 285, HIST 331, HIST 332, HIST 371, HIST 372, HIST 391, HIST 392. At least three hours must be from European History.	6
B. Nine credit hours	
• HIST 439 or POLS 305 or POLS 427	3
• HIST 433, HIST 434, POLS 271, POLS 471, POLS 473, HIST 307, or HIST 308	3
• HIST 271, HIST 332, HIST 349, HIST 351, or POLS 281, POLS 383, POLS 384	3
Provisos: students must take one course from each of the three categories listed above	
• no more than three of these nine hours may be at the 200-level	
• no more than six of these nine hours may be in one discipline (History or Political Science)	
C. Six credit hours	
POLS 309	3
POLS 314 or POLS 407	3
D. 12 credit hours in one of the following disciplines: economics, psychology, or sociology	
• Economics: ECON 208; ECON 209; ECON 308 or ECON 309; directed elective excluding ECON 175	
• Psychology: PSY 201; PSY 322 or PSY 273; PSY 312, PSY 357, or PSY 385; directed elective, such that at least two courses are at the 300-400 level. The following courses are excluded from the list of electives: PSY 261, PSY 362, PSY 498, and PSY 499	
• Sociology: SOC 121; SOC 251, or SOC 261; SOC 421, SOC 431, or SOC 463; directed elective, 300-400 level preferred. The following courses are excluded from the list of electives: SOC 200, SOC 225, SOC 391, SOC 392, SOC 489, and SOC 499	

E. 12 additional credit hours (Courses in this section may not count toward an additional teaching area)

- Two of the following: ECON 208 or ECON 209; PSY 201; or SOC 121 6
- GEOG 112; or GEOG 330 3
- ANTH 251 or 255 3

Core Curriculum

Required core courses for Social Science Secondary Education Major:

- A1. Composition and Speech – ENG 101 and ENG 201; CMST 101 or CMST 107 9
- A2. Mathematics 111 4
- B1. Ethics 3
- B2. The Arts 3
- B3. Health and Fitness 2
- C1. History – HIST 101 or HIST 102 or HIST 111 or 112 3
- C2. Individual Development and Social Behavior: EDUC 302 required; POLS 102 recommended 6
- C3. Science – one of which must be a laboratory course 8-9
- C4. Western Culture 6
- C5. Global Communities: ANTH 251, ANTH 255, GEOG 330 or POLS 271 recommended 3
- D. Synthesis – EDUC 448 3

- 51 credit hours; University Core Curriculum (12 of which are included in the 60 semester hours major)
- 44 credit hours; Education component
- 143 total credit hours

Social Science Teaching Minor for Elementary Education or Junior High/Middle School

24 hours

A minor in social science with an emphasis in historical perspectives is designed specifically to meet the needs of the prospective elementary or junior high/middle school teacher. This minor may be used *only* in combination with a major of Elementary Education or Special Education. This minor *may not* be used in combination with a teaching major at the secondary education level (or Early Childhood, or a non-teaching major). This minor *will not* lead to licensure in social sciences for secondary education. Certification for high school teachers in any of the social sciences requires completion of the Social Science Secondary Education Major degree.

Required Courses (21 hours):

	Hours
HIST 101 or HIST 102,	3
HIST 111 or HIST 112	3
HIST 298 Historical Methods	3
300-level U.S., European, or World history	3
POLS 102	3
SOC 121	3
GEOG 112 or GEOG 330	3

Elective (three hours) chosen from:

ECON 175, ECON 208, ECON 209, PSY 201, GEOL 101

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su, A. These indicate the semesters fall, spring, summer, alternating, in which the course is normally offered and are intended as an aid to students planning their programs of study.

History (HIST prefix)

101 The United States to 1865 (3) A survey of United States history from colonial times through the Civil War. Majors in elementary education must take HIST 101 or HIST 102. Sp, Su, F

102 The United States since 1865 (3) A survey of United States history from the end of the Civil War to the present. Majors in elementary education must take HIST 101 or HIST 102. Sp, Su, F

111 World Civilizations I, Beginnings to 1500 (3) The development of the major civilizations, Western and Non-Western, from their beginnings to 1500. The cultural achievements of these civilizations are studied in their historical contexts. Majors in elementary education must take HIST 111 or HIST 112. Sp, Su, F

112 World Civilizations II, 1500-Present (3) The development of the major civilizations, Western and Non-Western, from 1500 to the present. The cultural achievements of these civilizations are studied in their historical contexts. Majors in elementary education must take HIST 111 or HIST 112. Sp, Su, F

130 Issues in American History (3) A selection of issues which focus on understanding aspects of American history within a national and global framework. This course offers first- and second-year students an alternative to HIST 101 and/or HIST 102. May be taken twice for credit toward history major or minor.

140 Issues in World History (3) A selection of issues which focus on understanding particular aspects of world history within a global framework. This course offers first- and second-year students an alternative to HIST 111 or HIST 112. May be taken twice for credit toward history major or minor.

298 Historical Methods (3) An exploration of the principles of historical research; students will implement these with a particular focus on developing critical and analytical methodologies. Significant writing component required. Prereq: one 100- or 200-level history course, or consent of instructor. Sp, Su, F

398 Historiography (3) The study of historical thought and writing, which will explore representative examples of the major historiographical schools, their tools, methods, and ideas as developed over time. Prereq: HIST 298 or consent of instructor. F

498 Senior Seminar in American History (3) A research course in selected fields of American history at the senior level. Students conduct historical research with close guidance from the instructor and write extensive, well-documented papers. HIST 498 or HIST 499 is required for history major and HIST 398, HIST 498, or HIST 499 for history minor. May be taken twice for credit toward history major or minor. If taken twice for major, or in addition to HIST 499, it will count in Elective Area I. If taken twice for minor, or taken in addition to HIST 398 or HIST 499, it will count in Elective Area I. Prereq: HIST 101 or HIST 102 and HIST 298, or consent of instructor. Sp, F

499 Senior Seminar in World History (3) A research course in selected fields of World History at the senior level. Students conduct historical research with close guidance from the instructor and write extensive, well-documented papers. HIST 498 or HIST 499 is required

for history major and HIST 398, HIST 498, or HIST 499 for history minor. May be taken twice for credit toward history major or minor. If taken twice for major, or in addition to HIST 498, it will count in Elective Area II. If taken twice for minor, or taken in addition to HIST 398 or HIST 498, it will count in Elective Area II. Prereq: HIST 111 or HIST 112 and HIST 298, or consent of instructor. Sp, F

Elective Area I: United States History

301 Native American Civilizations (3) Historical survey of early American civilizations. Emphasis is on cultural, religious, social, governmental, and economic developments. Attention is given to the historical significance of the European intrusion and the interchange of American, European, and African ideas, resources, products, and peoples. Prereq: sophomore standing.

302 Colonial America to 1740 (3) Analysis of European discovery and colonization of the Americas, particularly North America. Attention is given to European exploration, interaction with Native American cultures, and the beginnings of colonial development. Prereq: sophomore standing.

303 The American Revolution, 1740-1787 (3) A detailed history of the last decades of the English colonies in America, the forces leading to the American Revolution, and the creation of the United States up to the writing of the Constitution. Prereq: sophomore standing.

304 The Early American Republic, 1787-1848 (3) History of the United States from the creation of the Constitution to the end of the war with Mexico, emphasizing economic growth, territorial expansion, and social change. Substantial attention is given to slavery and antebellum reform. Prereq: sophomore standing.

305 Civil War America, 1848-1877 (3) A study of the United States from the end of the war with Mexico to the end of Reconstruction with emphasis on the coming and course of the Civil War and the reunion of the nation at the war's end. Prereq: sophomore standing.

306 The Emergence of Modern America, 1877-1914 (3) An examination of the social, economic, political, religious, and intellectual developments and controversies that helped shape modern America. Special attention is given to issues raised by industrialization, urbanization, immigration, science, and technology. The Labor, Populist, and Progressive movements are studied closely. Prereq: sophomore standing.

307 The United States and World War, 1914-1945 (3) American history from involvement in World War I to the end of World War II. In addition to exploring America's impact on both world wars and their consequences for United States history, the course analyzes the social, economic, cultural, intellectual, political, and diplomatic history of the interwar period, 1919-1941. Prereq: sophomore standing.

308 United States since 1945 (3) An introduction to American history in the years of the beginning and collapse of the Cold War. The course examines the rise and weakening of the postwar economic and social order, especially during and after the Vietnam War, Watergate, and the Middle East crises of the 1970s. Prereq: sophomore standing.

309 Contemporary America (3) A review of the major events and themes of the late 20th century and of the growth, development, and transformation of the nation after 1975. Prereq: sophomore standing.

311 Women and Gender in America (3) Places the experiences of American women in an international context and considers the contribution of women to American history. Particular attention is given to gender relations, the importance of race and class, and the diverse nature of women's experiences from the colonial period to the present. Prereq: sophomore standing.

313 Immigration and Nationality in America (3) An exploration of the sources and patterns of immigration in American history from the early 1600s to the present. The course also treats the acculturation and assimilation of immigrants and the contributions of ethnic and racial groups to the course of American history. Prereq: sophomore standing.

321 Introduction to Historic Preservation (3) A survey of built environment history and the historic preservation movement. Structures, sites, and collections are studied in the context of fund and museum development and management. The relationship of historic sites to local, state, and national organizations and agencies is examined. Student projects include on-site experience. Prereq: sophomore standing.

322 Introduction to Historical Administration (3) An introduction to the field of Historical Administration presenting both management and historic material. The course provides an overview of the not-for-profit manager and the basic functions of the historian in public service. Includes on-site visitation and emphasis upon work areas with a historical focus. Prereq: sophomore standing.

400 Topics in American History (3) An intensive examination of a theme or an era in American history. Substantial reading, class discussion, and a major writing assignment are required. The focus of each course offering is determined by the instructor and the history department. May be taken twice for credit toward history major and minor. Prereq: HIST 101 or HIST 102, or consent of instructor.

411 Religion in America (3) An examination of the impact of religious values and institutions on American history. Special attention is given to the rise, decline, and legacy of mainstream Protestant culture, religious pluralism in the 20th century, the religious origins of social and cultural change, the continuing importance of civil religion, and the implications of the First Amendment for religious expression in America. Prereq: HIST 101 or HIST 102, or consent of instructor.

419 Communal Utopias in America (3) A study of the utopian thought and historical development of religious and social movements that have employed communal methods of organization in America from colonial times to the present. Shakers, Harmonists, Owenites, Fourierists, Mormons, Oneidans, Hutterites, and communal groups since the youth movement of the 1960s are emphasized.

431 The American South (3) A study of the American South from its colonial beginnings to the present. Southern society, economy, culture, and politics are examined to assess their influence upon the growth of the nation from the time of slavery to the era of civil rights. Prereq: HIST 101 or HIST 102, or consent of instructor.

432 The American West (3) The American experience as seen through the movement of people westward with major attention given to the trans-Mississippi west. Prereq: HIST 101 or HIST 102, or consent of instructor.

433 American Foreign Relations to 1900 (3) The history of United States relations with foreign nations from the War of Independence to 1900. Emphasis is upon the diplomacy of the American Revolution, neutral rights, Monroe Doctrine, Manifest Destiny, territorial expansion, relations with native American tribes, Civil War, and Imperialism. Dual listing as POLS 433. Prereq: HIST 101 or HIST 102, or consent of instructor.

434 American Foreign Relations Since 1900 (3) United States relations with other nations from 1900 to the present. Emphasis is upon the diplomacy of World Wars I and II, intergovernmental organizations, Latin America, the Cold War, Vietnam, China, collapse of the Soviet Union, and the Middle East. Dual listing as POLS 434. Prereq: HIST 102, or consent of instructor.

439 History of Indiana (3) A survey of the history of Indiana from early to modern times.

490 Internship/Special Studies in History (1-3) This course offers an internship in public and applied history through an assigned project at a historic site, museum, library, archive, or other approved institution. The course also may be used to gain credit for special studies in history associated with attending and/or participating in events such as seminars, conferences, and field work or doing honors research. Credit hours available for each offering is determined by the instructor and history department. Course may be repeated for up to six hours credit toward history major or minor. Prereq: HIST 101 or HIST 102, and HIST 298, or consent of instructor.

Elective Area II: European History

341 Ancient Greece to Alexander (3) A detailed survey of the origins and flowering of Greek culture against the backdrop of its archaeology and history, 2000-338 B.C. Prereq: sophomore standing. F, A

342 The Hellenistic Age, Alexander to the Roman Conquest, 338-31 B.C. (3) A political, economic, religious, social, and intellectual history of the Hellenistic world from 338 to 31 B.C. The course explores the massive change brought about by Alexander the Great's unification of the Near East and Greece. Prereq: sophomore standing. Sp, A [Note: This course may count in Area II or Area III]

343 The Roman Republic (3) An intensive study of the Roman Republican experiment in orderly representative government by law until the revolution that brought on the Roman Empire in 31 B.C. Prereq: sophomore standing. F, A

344 The Roman Empire (3) This course studies the Roman Revolution under Augustus which transformed the Republic into the Empire, Rome's assimilation of the heterogeneous peoples of Europe and the Near East, the cultural and religious dimensions of Rome's Silver Age, and the fall of the Empire in 476 A.D. Prereq: sophomore standing. Sp, A

345 Medieval Europe, 500-1300 (3) The reconstruction of a new European civilization upon the ruins of the old Roman Empire through the alliance of the Greco-Roman cultural traditions, Christianity, and the vitality of the new Germanic peoples. Prereq: sophomore standing.

346 The Renaissance, Dante to 1600 (3) An analysis of the great intellectual outburst which produced Dante, da Vinci, Michelangelo, Machiavelli, and the beginning of the Modern era. Prereq: sophomore standing.

347 The Reformation, Wyclif to 1648 (3) The Protestant Reformation and the Catholic response as seen in the context of the political, social, and intellectual history of Europe. Prereq: sophomore standing.

348 Europe, 1648 through Napoleon (3) A study of Absolutism, Enlightenment, and Revolution in their political, economic, religious, social, and artistic aspects, from Descartes and Newton through the French Revolution and Napoleon. Prereq: sophomore standing.

349 Europe, Napoleon to World War I (3) An analysis of the impact upon Europe of Conservatism, Liberalism, and Socialism under the impetus of the Industrial Revolution. Emphasis also is upon the relationship of Social Darwinism, Imperialism, and Nationalism to the beginning of the First World War. Prereq: sophomore standing.

351 Europe, World War I to the Present (3) A survey of European society, economy, and politics since 1914. Topics include World War I, Russian Revolution, rise of Fascism, World War II, Cold War, and end of the Soviet Union. Prereq: sophomore standing.

353 England to 1600 (3) English history from the Celtic period to 1600, with accent upon the political and cultural growth of the English nation. Prereq: sophomore standing.

354 Britain since 1600 (3) Examines British history beginning with the seventeenth-century origins of the modern Parliamentary state, with special consideration of the political, cultural, social, economic, imperial, and religious issues that shaped the development of the nation's history from that time to the present. Prereq: sophomore standing.

362 Modern France, Napoleon to the Present (3) An examination of the legacies of the French Revolution in the nineteenth and twentieth centuries; developments in industry, art, and foreign policy; and the several French political regimes since Napoleon. Prereq: sophomore standing.

365 Crusades (3) An intensive study of the holy wars between Western Europe and Islam that took place in the Holy Land and Europe from the late eleventh century to the late fifteenth century. Special emphasis is placed on an analysis of the crusading ideal, the motivations of the crusaders, the changes in crusade ideology, as well as Muslim response to Christian military attacks. Cross-cultural exchanges between Christians, Muslims, and Jews in the territories affected by the crusades also are examined. Prereq: sophomore standing. [Note: this course may count in Area II or Area III, and it satisfies the C5 core curriculum requirement.]

420 Topics in European History (3) An intensive examination of a theme or an era in European history. Substantial reading, class discussion, and a major writing assignment are required. The focus of each course offering is determined by the instructor and the history department. May be taken twice for credit toward history major or minor. Prereq: HIST 111 or HIST 112, or consent of instructor.

451 French Revolution and Napoleon (3) Seeks to understand how the French Revolution and Napoleon Bonaparte helped to usher in the modern world. Stresses the impact of the Enlightenment, development of political systems, and the military and diplomatic repercussions of the French Revolution and Napoleonic Empire. Prereq: HIST 112, or consent of instructor.

452 European Revolutions (3) A study of Europe's extraordinary revolutionary history, emphasizing the French and Russian Revolutions and the Revolutions of 1848 and 1989. Focuses on a comparison of patterns, along with gaining an understanding of the impact of industrialization and the role of ideas. Prereq: HIST 112, or consent of instructor.

454 History and Film (3) Examines film as an important factor in our understanding of the past. Explores the context in which films are produced, the interpretations of the past they offer and how audiences'

historical perception is affected by films. Topics will vary. Prereq: Any 100-level History course or consent of instructor. [Note: this course may count in Area I or Area II.]

490 Internship/Special Studies in History (1-3) This course offers an internship in public and applied history through an assigned project at a historic site, museum, library, archive, or other approved institution. The course also may be used to gain credit for special studies in history associated with attending and/or participating in events such as seminars, conferences, and field work or doing honors research. Credit hours available for each offering is determined by the instructor and history department. Course may be repeated for up to six hours credit toward history major or minor. Prereq: HIST 111 or HIST 112, and HIST 298, or consent of instructor. F, Sp

Elective Area III: African, Asian, Latin American, Middle Eastern, and Russian/Soviet History

271 History of the Middle East (3) A political and cultural survey of the history of the Islamic peoples, with emphasis on the Arab and Ottoman Empires, the emergence of independent modern states including Israel, and the new Arab nationalism.

285 History of Africa (3) A survey of the history of African peoples and nations from earliest humankind to the present. Considers the major geographical regions of Africa, the impact of Islamic and Christian invaders, 19th-century European colonialism, and the movement toward African independence.

331 Colonial Latin American History (3) Assesses the Spanish and Portuguese conquest and rule of the Americas; focuses on interactions between Europeans, natives, and Africans in creating colonial societies. Prereq: sophomore standing.

332 Modern Latin American History (3) The main events in the history of Latin America from independence to the present, including issues of class, race, gender, and ethnicity. Prereq: sophomore standing.

333 Gender in Latin American History (3) Examines the construction of gender identities over the past 500 years in Latin America. Prereq: sophomore standing.

334 U.S.-Latin American Relations (3) Examines the relations between the United States and its neighbors to the south from 1820 to the present, focusing on Latin American reactions to U.S. policy and presence. Prereq: sophomore standing.

371 Tsarist Russia (3) The main currents of Russia's history from earliest times to the Revolution of 1917, including the rise of autocracy and serfdom, foreign policy concerns, and the factors leading to the Revolution. Prereq: sophomore standing.

372 The Soviet Union (3) A study of the Russian Revolution, Marxism-Leninism, the creation of the Stalinist system, the Cold War, and the demise of the Soviet Union. Prereq: sophomore standing.

391 History of China (3) Chinese civilization from its beginnings to modern times. Emphasis is on the traditional Chinese value system, its permeation of society, and its modification under Communism and beyond. Prereq: sophomore standing.

392 History of Japan (3) A historical survey of Japan from the origins of the Japanese people through the post-World War II period. Prereq: sophomore standing.

410: Topics in World History (3) An intensive examination of a theme or topic in world history. Substantial reading, class discussion, and a major writing assignment are required. The focus of each course offering is determined by the instructor and the history department. May be taken twice for credit toward history major or minor. Prereq: HIST 111 or HIST 112 or consent of instructor.

490 Internship/Special Studies in History (1-3) This course offers an internship in public and applied history through an assigned project at a historic site, museum, library, archive, or other approved institution. The course also may be used to gain credit for special studies in history associated with attending and/or participating in events such as seminars, conferences, and field work or doing honors research. Credit hours available for each offering is determined by the instructor and history department. Course may be repeated for up to six hours credit toward history major or minor. Prereq: HIST 111 or HIST 112, and HIST 298, or consent of instructor.

INTERDISCIPLINARY STUDIES (CENTER FOR)

The Center for Interdisciplinary Studies houses the majors and minors and other academic programs of interdisciplinary nature, including the International Studies Major, Classical Studies Minor, Gender Studies Minor, Humanities, and LIBA. Courses belonging to interdisciplinary majors, minors, and other programs may be drawn from various departments in Liberal Arts, such as LATN 101 (Elementary Latin), HIST 341 (Ancient Greece to Alexander), or have interdisciplinary designations such as HUM 211 (Western Tradition), INST 101 (Introduction to International Studies), GNDR 111 (Introduction to Gender Studies), or LIBA 497 (Capstone in Liberal Arts). In addition to fulfilling requirements of the major and minor programs housed in the Center, interdisciplinary courses may fulfill University Core Curriculum courses such as HUM 211 (C4: Western Culture), GNDR 111 (C2: Individual Development/Social Behavior), INST 213 (C5 Global Communities), and LIBA 497 (D Synthesis).

Classical Studies Minor

21 credit hours

Required courses

Latin 203	Intermediate Latin I	3
Latin 204	Intermediate Latin II	3

Elective courses

Nine hours of ancient Greek and/or Roman history course offerings (HIST 341, HIST 342, HIST 343, HIST 344, HIST 398, HIST 410, and HIST 499) and six hours from course offerings on the Art and Culture of the Greek and Roman worlds (ANTH 370, ART 323, ART 490, ENG 286, ENG 499, LATN 390, and PHIL 350).

GENDER STUDIES

Gender Studies seeks to advance understanding of the meaning and role of gender in social life. Doing so requires looking at gender against the backdrop of cultural, political, historical, and social institutions, and in relation to other influences such as class, race, sexuality, and nationality. As such, Gender Studies is inherently interdisciplinary, with courses offered in numerous departments and schools.

Gender Studies Minor

18 credit hours

Required courses

GNDR 111	Introduction to Gender Studies	3
GNDR 333	Theory of Gender Studies	3

Elective courses

12 hours selected from the following courses:

CMST 402	Gender, Communication and Culture.
CMST 427	Family Communication
CRIM 403	Violence Against Women
ECON 351	Labor Economics
ENG 288	Women in Literature through the 18th Century
ENG 387	Women's Literature and Gender Issues
GNDR 449	Special Topics in Gender Studies
HIST 311	Women and Gender in America
HIST 398	Readings in History: Medieval Women
HIST 398	Readings in History: Women in Antiquity
HSIT 498	Seminar: Gender in U.S. History
LIBA 497	Women, Art, and Society
LIBA 497	Parents and Children
MNGT 444	Managing Diversity in Organizations
PHIL 365	Sexual Ethics
PSY 298	Human Sexuality
PSY 381	Psychology of Gender
SOC 261	Marriage and Family
SOC 370	Seminar: Race, Class, and Gender in Popular Culture
SOC 431	Gender and Society
SOCW 400	Special Topics: Women and Social Work

Gender Studies (GNDR prefix)

111 Intro to Gender Studies (3) This course is designed as an introduction to the field of gender studies and with the many ways gender is understood and examined. Lectures, offered in a team-teaching format, will be drawn from the humanities and social sciences as well as other disciplines within and beyond Liberal Arts. F, Sp

333 Perspectives on Gender (3) A survey of various theoretical perspectives on the study of sex, gender, and gender relations. In this course, students will be introduced to various perspectives on the subject of human gender. Prereq: GNDR 111 or consent of instructor. Sp

449 Special Topics: Gender Studies (3) A means of the study of selected topics of current interest and importance in gender studies. These topics will vary in accordance with the interest of the students and the faculty. Students may repeat the course with change in topic. Prereq: junior standing and GNDR 111 or consent of instructor.

HUMANITIES

These courses, which all include interdisciplinary elements, may be used to satisfy the Western Culture component of the University Core Curriculum.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Humanities (HUM prefix)

211 The Western Tradition in the Humanities I (3) A survey of the major thought and art of the Ancient and Medieval worlds as reflected in their literature, fine arts, and philosophy. Fulfills the first half of the

Western Culture component of the University Core Curriculum. Prereq: ENG 101 and CMST 101 or CMST 107 or THTR 251. F, Sp

212 The Western Tradition in the Humanities II (3) A survey of the major thought and art of the Renaissance, Enlightenment, and Modern worlds as reflected in their literature, fine arts, and philosophy. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and CMST 101 or CMST 107 or THTR 251. F, Sp

221 The Western Tradition in Art History I (3) An introduction to the major thought and art of Western culture through a study of its art and architecture. This course will focus on the Ancient and Medieval worlds. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and CMST 101 or CMST 107 or THTR 251. F, Sp

222 The Western Tradition in Art History II (3) An introduction to the major thought and art of Western culture through a study of its art and architecture. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101, CMST 101 or CMST 107 or THTR 251. F, Sp

231 The Western Tradition in Philosophy I (3) An introduction to the major thought and art of Western culture through a study of the great philosophers. This course will focus on the Ancient and Medieval worlds. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and CMST 101 or CMST 107 or THTR 251. F

232 The Western Tradition in Philosophy II (3) An introduction to the major thought and art of Western culture through a study of the great philosophers. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and CMST 101 or CMST 107 or THTR 251. Sp

241 The Western Tradition in Literature I (3) An introduction to the major thought and art of Western culture through a study of its literature. This course will focus on the Ancient and Medieval worlds. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and CMST 101 or CMST 107 or THTR 251. F, Sp

242 The Western Tradition in Literature II (3) An introduction to the major thought and art of Western culture through a study of its literature. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and CMST 101 or CMST 107 or THTR 251. F, Sp

INTERNATIONAL STUDIES MAJOR AND MINOR

The International Studies major is an interdisciplinary 124-hour course of study, including a 39-hour major, a 50-hour University Core Curriculum requirement, and 35 or more hours of open electives. Students also will complete a minimum of two years (four semesters) or equivalent study in one non-English modern or classical language. International study or work is strongly recommended.

The International Studies Bachelor of Arts degree consists of existing courses offered in the College of Liberal Arts, the

College of Business, and the Pott College of Science and Engineering. All students will complete a common core of seven courses from five different disciplines. These courses are: Introduction to International Studies (INST 101) Cultural Anthropology (ANTH 333); Global Economic Issues (ECON 241); International Politics (POLS 271); World Geography (GEOG 330), World Civilizations (HIST 112), and International Studies Capstone (INST 497). These are followed by six electives drawn from various disciplines. The 18 hours of coursework must include no more than two courses from any one discipline, ensuring that students are exposed to a minimum of three disciplines, making this a truly interdisciplinary major. Additional special topics courses may be approved for elective credit. Consult the International Studies advisor for approval. Course descriptions for the core courses and electives may be found under their specific disciplines.

International Studies Major

39 Credit Hours

Major Core Courses

21 hours

INST 101	Introduction to International Studies	3
HIST 112	World Civilizations from 1500	3
ANTH 111	Introductions to World Cultures	3
ECON 241	Global Economic Issues	3
POLS 271	International Politics	3
GEOG 330	World Geography	3
INST 497	International Studies Capstone	3

Electives

18 hours

Choose six courses from the following no more than two from any discipline

Anthropology

ANTH 251	People of Latin America
ANTH 255	Cultures of Asia

Art

ART 253	Art of Ancient Mexico
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Biology

BIOL 251	Environnemental Conservation
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Communications

CMST 317	Intercultural Communication
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Economics

ECON 341	International Trade
ECON 343	International Finance
ECON 346	Development Economics

History

HIST 111	World Civilizations to 1500
HIST 271	History of the Middle East
HIST 285	History of Africa
HIST 332	Modern Latin America
HIST 333	Gender in Latin America
HIST 334	US-Latin American Relations
HIST 341	Ancient Greece to Alexander

HIST 342	The Hellenistic Age, Alexander to the Roman Conquest
HIST 343	The Roman Republic
HIST 344	The Roman Empire
HIST 345	Medieval Europe
HIST 346	The Renaissance
HIST 347	The Reformation
HIST 348	Europe 1648 through Napoleon
HIST 349	Europe Napoleon through WWI
HIST 351	Europe WWI through Present
HIST 353	England to 1600
HIST 354	England 1600 to 1815
HIST 355	Britain since 1815
HIST 362	Modern France
HIST 365	Crusades
HIST 371	Tsarist Russia
HIST 372	The Soviet Union
HIST 391	History of China
HIST 392	History of Japan
HIST 410	Topics in World History
HIST 420	Topics in European History
HIST 433	American Foreign Relations to 1900
HIST 434	American Foreign Relations from 1900
HIST 451	The French Revolution and Napoleon
HIST 452	European Revolutions

International Studies Courses

INST 213	Magic in the Arts and Humanities
INST 302	Travel Writing
INST 389	World Literature in Translation
INST 470	Special Topics in Interdisciplinary International Studies
INST 480	Internship in International Studies
INST 490	Independent Study
INST 499	International Field Experience

Political Science

POLS 281	Comparative Politics
POLS 371	The United Nations
POLS 383	Government and Politics in Latin America
POLS 384	The Middle East
POLS 471	International Organizations
POLS 473	International Law

Literature/Languages

Non-English modern or classical language: (12 hours or equivalent required for Bachelor of Arts degree)

French

FREN 306	Advanced French I
FREN 307	Advanced French II
FREN 325	Introduction to French Literature
FREN 344	Francophone Literature in Translation
FREN 415	French Civilization
FREN 416	17th & 18th Centuries French Literature
FREN 417	19th & 20th Centuries French Literature

German

GERM 306	Advanced German I
GERM 307	Advanced German II
GERM 325	Introduction to German Literature
GERM 334	Introduction to German Modern Drama
GERM 344	Germanic Literature in Translation
GERM 416	Berlin: Tale of a City

Spanish

SPAN 306	Advanced Spanish I
SPAN 307	Advanced Spanish II
SPAN 308	Hispanic Culture
SPAN 325	Introduction to Spanish Literature
SPAN 332	US-Latino Literature and Culture
SPAN 333	Afro-Latino America Studies
SPAN 344	Hispanic Literature in Translation
SPAN 402	Composition and Stylistics
SPAN 411	Spanish Linguistics I
SPAN 412	Spanish Linguistics II
SPAN 413	Spanish American Narrative
SPAN 414	Hispanic Poetry
SPAN 415	Hispanic Essay
SPAN 417	Hispanic Drama
SPAN 454	Golden Age of Drama
SPAN 476	Spanish Novel of the Nineteenth Century

Japanese

JPN 306	Advanced Japanese I
JPN 307	Advanced Japanese II

English

ENG 313	Introduction to Linguistics
ENG 375	Modern Canadian Literature
ENG 386	World Mythology
ENG 389	World Literature in Translation
ENG 451	Plays of Shakespeare
ENG 453	Shakespeare's Comedies and Romances

International Studies Minor**Required Courses****9 hours**

ECON 241	Global Economic Issues
HIST 112	World Civilizations from 1500
POLS 271	International Politics

Electives

Advisor approved 300-400 level nine hours of electives.
Non-English modern or classical language: (12 hours or equivalent required for Bachelor of Arts degree)

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

International Studies (INST prefix)

101 Introduction to International Studies (3) An interdisciplinary introduction to International Studies with focus on globalization and cultural diversity.

213 Magic in Arts/Humanities (3) A survey of world magic, its origins and influence on literature, architecture, art, music, theatre, film, religion, and medicine from antiquity to present.

302 Travel Writing (3) An in-depth study of travel writing, culture, and politics of field study, with original travel writing. Students will read essays written by travelers as well as postcolonial theory of travel writing, do directed research in the culture of choice and travel, and write, revise, and complete four essays associated with travel and study

abroad. May be taken online during the semester of study abroad. Students taking the course while studying abroad will use email or blackboard for peer review, editing, and exchange of research and original materials. Prereq: consent of instructor.

389 World Literature in Translation (3) Readings in world literature in translation in cultural context. Selections and themes may vary per offering. May be taken twice for credit if topic varied. Prereq: English 201 and sophomore standing. C5

470 Special Topics in International, Interdisciplinary Studies (3) A course designed for study of interdisciplinary special topics with an international context. May be taken as often as topics vary. Prereq: junior or senior standing, or permission of instructor.

479 International Studies Capstone (3) An in-depth interdisciplinary study of a variety of topics within the field of International Studies. Coursework requires submission of a cumulative portfolio exhibiting work from previous courses taken in the major. Prereq: INST 101, junior or senior standing, or permission of instructor.

480 Internship in International Studies (3-6) A course granting credit for work experiences related to the International Studies major. Course may be repeated for up to six hours of credit. Prereq: junior or senior standing and consent of instructor and advisor.

490 Independent Study in International Studies (3) Research in a specific area of interdisciplinary, international studies culminating in an analytical paper. Elected upon approval of appropriate faculty advisory. May be taken twice. Prereq: consent of instructor.

499 International Field Experience (3) Intensive field experience in a contractual activities involving research, education, or applied studies focus. Prereq: consent of instructor.

LIBERAL ARTS

The following numbered courses in the liberal arts do not have departmental affiliation. LIBA 290 and 490 are for the use of students transferring credit from courses taken at Harlaxton College while studying in England. LIBA 497 is used by seniors majoring in Liberal Arts disciplines (except those whose majors involve secondary education) to fulfill the Synthesis category of the University Core Curriculum. Several sections, with differing topics taught by instructors selected from throughout the college, will be offered each semester.

Course Description

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Liberal Arts (LIBA prefix)

290 Special Topics in Liberal Arts (3-6) A course designed for introductory-level interdisciplinary special topics in the liberal arts. May be repeated for different topics. F, Sp, Su

490 Advanced Special Topics in Liberal Arts (3-6) A course designed for advanced-level interdisciplinary special topics in the liberal arts. May be repeated for different topics. Prereq: junior standing or consent of instructor. F, Sp, Su

497 Capstone Studies (3) A senior-level seminar designed for the Synthesis category of the University Core Curriculum. Topics will change from semester to semester, but each offering will encourage students to draw on their educational experiences to develop interdisciplinary responses to a problem or issue in contemporary life. Open to students of any major or college. Prereq: senior standing or consent of instructor. F, Sp, Su

MODERN AND CLASSICAL LANGUAGES

The faculty of the Department of Modern and Classical Languages is committed to providing students with language skills and cultural knowledge for professional and academic careers in the 21st century. The study of languages acquaints students with cultures other than their own. It prepares students for a teaching career and for various careers in business, government, or other areas with an international focus. The department offers majors, minors, and teacher certification in French, German, and Spanish. Latin students may choose a minor in classical studies, and Japanese students may obtain a proficiency certificate by completing 18 credit hours in the language. In addition, the department offers coursework through the intermediate level in Arabic and Chinese.

Concentration in Language and International Trade

Language majors may opt for a concentration in international trade and business. This concentration combines the study of a non-English modern or classical language (French, German, or Spanish) with a business core, culminating in an internship in an international business or organization.

Concentration in Language and International Trade

Required business courses

30 credit hours

ACCT 201-202	Accounting Principles	6
CIS 151	Computer Applications	3
FIN 201	Business Finance	3
MNGT 305	Management of Organizational Behavior	3
MKTG 305	Principles of Marketing	3
MNGT 445	International Business	3
ECON 241	Global Economic Issues	3
ECON 265	Elementary Statistics	3
	directed business elective	3

Required cognate courses outside the College of Business:

MATH 111	College Algebra	4
ECON 208	Microeconomics	3
ECON 209	Macroeconomics	3
PSY 201	General Psychology	3

French Studies Major

30 credit hours

Required courses (21 hours)

FREN 203	Intermediate French I	3
FREN 204	Intermediate French II	3
FREN 205	Cultural Context for Conversation	3
FREN 255	Francophone Civilization (in English)	3
FREN 306	Advanced French I	3
FREN 307	Advanced French II	3
FREN 325	Introduction to French Literature	3

Elective courses (9 hours-6 hours must be taught in French)

FREN 265	Introduction to Applied Linguistics (in English)	3
FREN 275	The French Film (in English)	3
FREN 344	Francophone Literature in Translation	3
FREN 415	French Civilization	3
FREN 416	French Literature 17th – 18th Century	3
FREN 417	French Literature 19th – 20th Century	3
FREN 460	Internship	1-6
FREN 490	Special Topics in French	3
FREN 499	Individual Study in French	1-3

French Studies Minor (18 hours)

Required courses

FREN 203	Intermediate French I	3
FREN 204	Intermediate French II	3
FREN 205	Cultural Context for Conversation	3
FREN 255	Francophone Civilization (in English)	3
FREN 306	Advanced French I	3
FREN 307	Advanced French II	3

French Studies Teaching Major

36 credit hours

Required courses (21 hours)

FREN 203	Intermediate French I	3
FREN 204	Intermediate French II	3
FREN 205	Cultural Context for Conversation	3
FREN 255	Francophone Civilization (in English)	3
FREN 306	Advanced French I	3
FREN 307	Advanced French II	3
FREN 325	Introduction to French Literature	3

Elective courses

15 hours selected from French course offerings as directed by advisor.

Professional Education courses

EDUC 196	Foundations Refl Teach	3
	Co-requisite EDUC 103	
EDUC 202	Growth & Dev: Adol/Young Adult	3
	Co-requisite EDUC 105	
EDUC 214	Instructional Technology Educ	3
EDUC 306	Introduction to Exceptional Child	3

Student must be admitted into Teacher Ed program to take the following courses:

EDUC 385	Teach & Learn-Sec School	3
EDUC 390	Teaching Modern Foreign Language	2
EDUC 493	Teach Reading in Cont Area	3

5-12 Teaching (Middle School Endorsement)

EDUC 304	Growth & Dev. Early Adol-Middle School	3
EDUC 477	Middle School/Jr High Practicum	6
EDUC 488	Middle School Curr & Instruction	3

Professional Semester

EDUC 448	Synthesis Sem-Secondary Teach	3
EDUC 473	Supervised Teaching Secondary	6
EDUC 474	Suppl Sureprvised Teach-Sec School	6
	(or EDUC 477 for Middle School)	

French Studies Teaching Minor

24 credit hours

Required courses (21 hours)

FREN 203	Intermediate French I	3
FREN 204	Intermediate French II	3
FREN 205	Cultural Context for Conversation	3
FREN 255	Francophone Civilization (in English)	3
FREN 306	Advanced French I	3
FREN 307	Advanced French II	3
FREN 325	Introduction to French Literature	3
FREN Elective course	only available for Education minors	3

German Studies Major

30 credit hours

Required courses (21 hours)

GERM 203	Intermediate German I	3
GERM 204	Intermediate German II	3
GERM 205	Cultural Context for Conversation	3
GERM 255	German Civilization (in English)	3
GERM 306	Advanced German I	3
GERM 307	Advanced German II	3
GERM 325	Introduction to German Literature	3

Elective courses (9 hours-6 hours must be taught in German)

GERM 265	Introduction to Applied Linguistics (in English)	3
GERM 275	The German Film (in English)	3
GERM 334	Introduction to Modern German Drama	3
GERM 335	German for the Professional	3
GERM 344	Germanic Literature in Translation	3
GERM 412	Berlin: Tale of a City	3
GERM 460	Internship	1-6
GERM 490	Special Topics in German	3
GERM 499	Individual Study in German	1-3

German Studies Minor

18 credit hours

GERM 203	Intermediate German I	3
GERM 204	Intermediate German II	3
GERM 205	Cultural Context for Conversation	3
GERM 255	German Civilization (in English)	3
GERM 306	Advanced German I	3
GERM 307	Advanced German II	3

German Studies Teaching Major

36 credit hours

Required courses (21 hours)

GERM 203	Intermediate German I	3
GERM 204	Intermediate German II	3
GERM 205	Cultural Context for Conversation	3
GERM 255	German Civilization (in English)	3
GERM 306	Advanced German I	3
GERM 307	Advanced German II	3
GERM 325	Introduction to German Literature	3

Elective courses

15 hours selected from Spanish course offerings as directed by advisor.

Professional Education courses

EDUC 196	Foundations Reflc Teach	3
	Co-requisite EDUC 103	
EDUC 202	Growth & Dev: Adol/Young Adult	3
	Co-requisite EDUC 105	
EDUC 214	Instructional Technology Educ	3
EDUC 306	Introduction to Exceptional Child	3

Student must be admitted into Teacher Ed program to take the following courses:

EDUC 385	Teach & Learn-Sec School	3
EDUC 390	Teaching Modern Foreign Language	2
EDUC 493	Teach Reading in Cont Area	3

5-12 Teaching (Middle School Endorsement)

EDUC 304	Growth & Dev. Early Adol-Middle School	3
EDUC 477	Middle School/Jr High Practicum	6
EDUC 488	Middle School Curr & Instruction	3

Professional Semester

EDUC 448	Synthesis Sem-Secondary Teach	3
EDUC 473	Supervised Teaching Secondary	6
EDUC 474	Suppl Surerpvised Teach-Sec School	6
	(or EDUC 477 for Middle School)	

German Studies Teaching Minor

24 credit hours

Required courses (21 hours)

GERM 203	Intermediate German I	3
GERM 204	Intermediate German II	3
GERM 205	Cultural Context for Conversation	3
GERM 255	German Civilization (in English)	3
GERM 306	Advanced German I	3
GERM 307	Advanced German II	3
German Elective course	Only available for Educ. majors	3

Spanish Studies Major

30 credit hours

Required courses (21 hours)

SPAN 203	Intermediate Spanish I	3
SPAN 204	Intermediate Spanish II	3
SPAN 205	Cultural Context for Conversation	3
SPAN 306	Advanced Spanish I	3
SPAN 307	Advanced Spanish II	3
SPAN 308	Hispanic Civilization	3
SPAN 325	Introduction to Hispanic Literature	3

Elective courses (9 hours-6 hours must be taught in German)

Spanish Studies Minor

18 credit hours

SPAN 203	Intermediate Spanish I	3
SPAN 204	Intermediate Spanish II	3
SPAN 205	Cultural Context for Conversation	3
SPAN 306	Advanced Spanish I	3
SPAN 307	Advanced Spanish II	3
SPAN 308	Hispanic Civilization	3

Spanish Studies Teaching Major

36 credit hours

Required courses (21 hours)

SPAN 203	Intermediate Spanish I	3
SPAN 204	Intermediate Spanish II	3
SPAN 205	Cultural Context for Conversation	3
SPAN 306	Advanced Spanish I	3
SPAN 307	Advanced Spanish II	3
SPAN 308	Hispanic Civilization	3
SPAN 325	Introduction to Hispanic Literature	3

Elective courses

15 hours selected from Spanish course offerings as directed by advisor.

SPAN 265	Introduction to Applied Linguistics (in English)	3
SPAN 275	The Hispanic Film (in English)	3
SPAN 303	Spanish for Heritage Speakers	3
SPAN 332	U.S. Latino Literature and Culture	3
SPAN 333	Afro-Latin American Studies	3
SPAN 335	Spanish for the Professional	3
SPAN 344	Hispanic Literature in Translation	3
SPAN 402	Composition and Stylistics	3
SPAN 411	Spanish Linguistics I	3
SPAN 412	Spanish Linguistics II	3
SPAN 413	Spanish American Narrative	3
SPAN 414	Hispanic Poetry	3
SPAN 415	Hispanic Essay	3
SPAN 417	Hispanic Drama	3
SPAN 454	Golden Age Drama	3
SPAN 476	Spanish Novel of the Nineteenth Century	3
SPAN 460	Internship	1-6
SPAN 490	Special Topics in Spanish	3
SPAN 499	Individual Study in Spanish	1-3

Professional Education courses

EDUC 196	Foundations Reflc Teach	3
	Co-requisite EDUC 103	
EDUC 202	Growth & Dev: Adol/Young Adult	3
	Co-requisite EDUC 105	
EDUC 214	Instructional Technology Educ	3
EDUC 306	Introduction to Exceptional Child	3

Student must be admitted into Teacher Ed program to take the following courses:

EDUC 385	Teach & Learn-Sec School	3
EDUC 390	Teaching Modern Foreign Language	2
EDUC 493	Teach Reading in Cont Area	3

5-12 Teaching (Middle School Endorsement)

EDUC 304	Growth & Dev. Early Adol-Middle School	3
EDUC 477	Middle School/Jr High Practicum	6
EDUC 488	Middle School Curr & Instruction	3

Professional Semester

EDUC 448	Synthesis Sem-Secondary Teach	3
EDUC 473	Supervised Teaching Secondary	6
EDUC 474	Suppl Surerpvised Teach-Sec School (or EDUC 477 for Middle School)	6

Spanish Studies Teaching Minor

24 credit hours

Required courses (21 hours)

SPAN 203	Intermediate Spanish I	3
SPAN 204	Intermediate Spanish II	3
SPAN 205	Cultural Context for Conversation	3
SPAN 306	Advanced Spanish I	3
SPAN 307	Advanced Spanish II	3
SPAN 308	Hispanic Civilization	3
SPAN 325	Introduction to Hispanic Literature	3
Spanish Elective course Only available for Educ. majors		3

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Arabic (ARAB prefix)

101 Beginning Arabic I (3) Fundamentals of Arabic, no previous Arabic required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of Arabic-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in language lab. F

102 Beginning Arabic II (3) Fundamentals of Arabic; continuation of Arabic 101. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Arabic-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in the language lab. Prereq: ARAB 101 or consent of the instructor. Sp

203 Intermediate Arabic I (3) Continuation of ARAB 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Arabic-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in the language lab. Prereq: ARAB 102 or consent of the instructor. F

204 Intermediate Arabic II (3) Continuation of ARAB 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Arabic-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in the language lab. Prereq: ARAB 203 or consent of the instructor. Sp

499 Individual Study in Arabic (1-3) Research of advanced study of a specific area of Arabic literature, culture, education or language culminating in an analytical paper or comprehensive exam. May be taken up to 6 credit hours. Prereq: Approval of Department Chairperson.

Chinese (CHIN prefix)

101 Beginning Chinese I (3) Fundamentals of Chinese; no previous Chinese required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Chinese-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in language lab. F

102 Beginning Chinese II (3) Fundamentals of Chinese; continuation of CHIN 101. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Chinese-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in the language lab. Prereq: CHIN 101 or consent of instructor. Sp

203 Intermediate Chinese I (3) Continuation of CHIN 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Chinese-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in language lab. Prereq: CHIN 102 or consent of instructor. F

204 Intermediate Chinese II (3) Continuation of CHIN 203. Emphasis on the four language skills of listening, speaking, reading,

and writing in the cultural context of the Chinese-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in language lab. Prereq: CHIN 203 or consent of instructor. Sp

499 Individual Study in Chinese (1-3) Research of advanced study of a specific area of Chinese literature, culture, education, or language, culminating in an analytical paper or comprehensive exam. May be taken up to 6 credit hours. Prereq: Approval of department chairperson.

French (FREN prefix)

101 Beginning French I (3) Fundamentals of French; no previous French required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the French-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. F

102 Beginning French II (3) Fundamentals of French; continuation of French 101. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the French-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in the language lab. Prereq: FREN 101 or consent of instructor. Sp

203 Intermediate French I (3) Continuation of FREN 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the French-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in the language lab. Prereq: FREN 102 or consent of instructor. F

204 Intermediate French II (3) Continuation of FREN 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the French-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in the language lab. Prereq: FREN 203 or consent of instructor. Sp

205 Cultural Contexts for Conversation (3) Intensive oral practice of French on the intermediate level. May be taken concurrently with FREN 204 or 306. Topics include French popular culture, current events, work, and travel. Prereq: FREN 203 or consent of instructor.

255 Francophone Civilization (3) Study of Francophone civilization, emphasizing developments in language, literature, philosophy, the arts, politics, traditions, and institutions from the beginnings to the present. (Course taught in English)

265 Introduction to Applied Linguistics (3) Focuses on the development of language in human beings, first and second language acquisition in formal and informal settings, including computer-assisted language learning. (Course taught in English)

275 The French Film (3) Weekly showings and discussions of French films. Analysis of thematic and artistic diversity from the early 20th century to present. (Course taught in English)

306 Advanced French I (3) Continuation of FREN 204. Emphasis on the four language skills of listening, speaking, reading and writing, in the cultural context of the French-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in the language lab. Prereq: FREN 204 or consent of instructor. F

307 Advanced French II (3) Continuation of FREN 306. Emphasis on the four language skills of listening, speaking, reading and writing, in the cultural context of the French-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in the language lab. Prereq: FREN 306 or consent of instructor. Sp

325 Introduction to Francophone Literature (3) Critical readings and literary analysis of selected French texts from the middle ages to the present in the major literary genres. Prereq: FREN 306 or consent of instructor.

344 Francophone Literature in Translation (3) Study and analysis of selected Francophone literary masterworks in English translation.

415 French Civilization (3) Advanced study of French civilization, emphasizing development in language, literature, philosophy, the arts, politics, and institutions from the early stages to the present. Prereq: FREN 306 or consent of instructor.

416 17th and 18th Centuries French Literature (3) An examination of the major literary movements from French Classicism to the Enlightenment through the critical reading of representative texts. Prereq: FREN 306 or consent of instructor.

417 19th and 20th Centuries French Literature (3) An analysis of representative texts from Romanticism, Realism, Naturalism, Existentialism, and the Absurd. Prereq: FREN 306 or consent of instructor. F

460 Internship in French (1-6) An opportunity for job-related experience in the area of language studies. This course may be taken for a maximum of six credit hours. Prereq: Consent of department chairperson.

490 Special Topics in French (3) Specialized topics in the field of French language study, teacher preparation, culture and literature. Students may repeat the course without limits as the topic changes. Prereq: Consent of instructor.

499 Individual Study in French (1-3) Research or advanced study in a specific area of French literature, culture, education, or language, culminating in an analytical paper or comprehensive exam. May be taken up to 6 credit hours. Prereq: Approval of department chairperson.

German (GERM prefix)

101 Beginning German I (3) Fundamentals of German; no previous German required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. F

102 Beginning German II (3) Fundamentals of German; continuation of GERM 101. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: GERM 101 or consent of instructor. Sp

203 Intermediate German I (3) Continuation of GERM 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: GERM 102 or consent of instructor. F

204 Intermediate German II (3) Continuation of GERM 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: GERM 203 or consent of instructor. Sp

205 Cultural Contexts for Conversation (3) Intensive oral practice of German on the intermediate level. May be taken concurrently with GERM 204 or 306. Topics include German popular culture, current events, work, and travel. Prereq: GERM 203 or consent of instructor.

255 German Civilization (3) Study of German civilization, emphasizing developments in language, literature, philosophy, the arts, politics, traditions, and institutions from the beginnings to present. (Course taught in English)

265 Introduction to Applied Linguistics (3) Focuses on the development of language in human beings, first and second language acquisition in formal or informal settings, including computer-assisted language learning. (Course taught in English)

275 The German Film (3) Weekly showings and discussions of German films. Analysis of the thematic and artistic diversity from its beginnings in the early 20th century to the present. (Course taught in English)

306 Advanced German I (3) Continuation of GERM 204. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: GERM 204 or consent of instructor. F

307 Advanced German II (3) Continuation of GERM 306. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: GERM 306 or consent of instructor. Sp

325 Introduction to German Literature (3) Critical readings and literary analysis of selected German texts from the Middle Ages to present in the major literary genres. Prereq: GERM 306 or consent of instructor.

334 Introduction to Modern German Drama (3) German drama from mid-19th century to the present time, emphasizing major literary movements and recent experiments in the theatre. Application of the acquired skills are demonstrated by the student in a dramatic presentation as well as through short papers and the final exam. Prereq: GERM 306 or consent of the instructor.

335 German for the Professional (3) Study of the working knowledge of the target language, cultural behaviors, and values useful in various professional fields. Course may include a service learning component. Prereq: GERM 306 or consent of instructor.

344 Germanic Literature in Translation (3) Study and analysis of selected Germanic literary masterworks in English translations. (Course taught in English)

416 Berlin: Tale of a City (3) Study of the city of Berlin from the Weimar Republic to Nazi Germany, the Cold War and the fall of the Berlin Wall. Prereq: GERM 306 or consent of instructor.

460 Internship (1-6) An opportunity for job-related experience in the area of language studies. The course may be taken for the maximum of six credit hours. Prereq: Consent of department chairperson.

490 Special Topics (3) Specialized preparation, culture, and literature. Student may repeat the course without limits as the topic changes. Prereq: Consent of the instructor.

499 Individual Study in German (1-3) Research or advanced study in a specific area of German literature, culture, education, or language, culminating in an analytical paper or comprehensive exam. May be taken up to six credit hours. Prereq: Approval of department chairperson.

Japanese (JPN prefix)

101 Beginning Japanese I (3) Fundamentals of Japanese; no previous Japanese required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. F

102 Beginning Japanese II (3) Fundamentals of Japanese; continuation of Japanese 101. Emphasis on the language skills of listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: JPN 101 or consent of instructor. Sp

203 Intermediate Japanese I (3) A continuation of JPN 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: JPN 102 or consent of instructor. F

204 Intermediate Japanese II (3) A continuation of JPN 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: JPN 203 or consent of instructor. Sp

205 Cultural Contexts for Conversation (3) Intensive oral practice of Japanese on the intermediate level. May be taken concurrently with JPN 204 or 306. Topics include Japanese popular culture, current events, work, and travel. Prereq: JPN 203 or consent of instructor.

255 Japanese Civilization (3) Study of Japanese civilization, emphasizing developments in language, literature, philosophy, the arts, politics, traditions, and institutions from the early stages to the present. (Course taught in English)

306 Advanced Japanese I (3) A continuation of JPN 204. Emphasis on the four language skills of to listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: JPN 204 or consent of instructor. F

307 Advanced Japanese II (3) A continuation of JPN 306. Emphasis on the four language skills of to listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: JPN 306 or consent of instructor. Sp

499 Individual Study in Japanese (1-3) Research or advanced study in a specific area of Japanese, literature, culture, education, or language,

culminating in an analytical paper or comprehensive exam. May be taken up to six credit hours. Prereq: Approval of department chairperson.

Latin (LATN prefix)

101 Beginning Latin I (3) Fundamentals of the language will be taught through a multiple approach (comprehension, reading, and composition). The class will be conducted in English with emphasis placed on acquiring the ability to read and comprehend written Latin. F

102 Beginning Latin II (3) Continuation of LATN 101. Continued development of Latin grammar, syntax, vocabulary, and reading skills. Introduction to major Roman literary figures and themes of Roman culture. Prereq: LATN 101 or consent of instructor. Sp

203 Intermediate Latin I (3) A thorough review of Latin grammar, syntax, vocabulary, and reading skills. Readings in Latin prose and poetry will provide students with an understanding of Roman culture and literature. Prereq: LATN 102 or consent of the instructor. F

204 Intermediate Latin II (3) Continuation of LATN 203. Review of grammar and syntax will include concepts not covered in Latin 203. An emphasis on reading Latin prose and poetry to develop students' interpretative skills. Prereq: LATN 203 or consent of the instructor. Sp

390 Independent Study in Latin (3) Independent study of directed readings, either of the prose author (e.g., Cicero) or Latin poet (e.g., Virgil). This course is repeatable up to six hours.

Spanish (SPAN prefix)

101 Beginning Spanish I (3) Fundamentals of Spanish; no previous Spanish required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab.

102 Beginning Spanish II (3) Fundamentals of Spanish; continuation of Spanish 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: SPAN 101 or consent of instructor.

203 Intermediate Spanish I (3) Continuation of SPAN 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: SPAN 102 or consent of instructor.

204 Intermediate Spanish II (3) Continuation of SPAN 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: SPAN 203 or consent of instructor.

205 Cultural Contexts for Conversation (3) Intensive oral practice of Spanish on the intermediate level. May be taken concurrently with SPAN 204 or 306. Topics include Hispanic popular culture, current events, work, and travel. Prereq: SPAN 203 or consent of instructor.

265 Introduction to Applied Linguistics (3) Focuses on the development of language in human beings, first and second language acquisition in formal or informal settings, including computer-assisted language learning. (Course taught in English)

275 The Hispanic Film (3) Weekly showings and discussions of Hispanic films. Analysis of the thematic and artistic diversity from its beginnings in the early 20th century to the present. (Course taught in English)

303 Spanish for Heritage Speakers (3) Expansion of bilingual proficiency of Spanish-heritage speakers. Emphasis on basic language development in reading, writing, and cultural knowledge. Prereq: consent of instructor.

306 Advanced Spanish I (3) Continuation of SPAN 204. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: SPAN 204 or consent of instructor.

307 Advanced Spanish II (3) Continuation of SPAN 306. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prereq: SPAN 306 or consent of instructor.

308 Hispanic Civilizations (3) Study of Hispanic civilization, emphasizing developments in language, literature, philosophy, the arts, and institutions from the beginnings to present. Prereq: SPAN 306 or consent of instructor.

325 Introduction to Hispanic Literature (3) Critical readings and literary and cultural analysis of selected Latin American and Spanish texts from the Middle Ages to present in the major literary genres. Prereq: SPAN 306 or consent of instructor.

332 US Latino Literature and Culture (3) A study of Latino Voices in the United States. Prereq: SPAN 306 or consent of instructor.

333 Afro-Latin American Studies (3) Study of social conditions, and literary and cultural products of Latin American minorities of African descent that have contributed to the establishment of modern nation-states. Prereq: SPAN 306 or consent of instructor.

335 Spanish for the Professional (3) Study of the working knowledge of the target language, cultural behaviors, and values useful in various professional fields. Course may include a service learning component. Prereq: SPAN 306 or consent of instructor.

344 Hispanic Literature in Translation (3) Study and analysis of selected Spanish American and Spanish literary masterworks in English translation.

402 Composition and Stylistics (3) Intensive practice of original compositions with a review of the difficult points of grammar, directed to promote students to write Spanish correctly and to develop a literary style. Prereq: SPAN 306 or consent of instructor,

411 Spanish Linguistics I (3) Fundamentals of Spanish phonetics, phonology, and dialectology. Prereq: SPAN 306 or consent of instructor,

412 Spanish Linguistics II (3) Fundamentals of Spanish morphology, syntax, and semantics, including an overview of the history of the Spanish language. Prereq: SPAN 306 or consent of the instructor.

413 Spanish American Narrative (3) The study of Spanish American narrative from romantic to psychological, text, including the novel. Prereq: SPAN 307 or consent of the instructor.

414 Hispanic Poetry (3) Study of the development and understanding of traditional poetry forms as manifested in the literature of Spanish America and Spain. Prereq: SPAN 307 or consent of instructor.

417 Hispanic Drama (3) Study of 20th century drama, emphasizing the contributions of dramatic traditions in Latin America and Spain. Prereq: SPAN 307 or consent of instructor.

454 Golden Age Drama (3) The verse dramas which illustrate the dramatic techniques and themes prevalent in Spain (1600-1700). Prereq: SPAN 307 or consent of instructor.

460 Internship in Spanish (1-6) An opportunity for job-related experience in the area of language studies. The course may be taken for a maximum of six credit hours. Prereq: Consent of department chairperson.

490 Topics in Spanish (3) Specialized topics to study in the fields of language study, teacher preparation, culture, and literature.. This course may be taken as often as topics vary. Prereq: Consent of instructor.

499 Individual Study in Spanish (1-3) Research or advanced study in a specific area of Hispanic literature, culture, education, or language, culminating in an analytical paper or comprehensive exam. May be taken up to six credit hours. Prereq: Approval of department chair.

PERFORMING ARTS

The Department of Performing Arts oversees programs in theatre and music at USI. USI offers a baccalaureate program of study in theatre that enables students to progress in performance, design, and technology within the field. It also offers a number of courses in music designed to enhance programs of study with music education courses, choral, and instrumental ensemble courses. Both areas offer talent scholarships.

The Theatre Program

The USI Theatre Program presents students with exciting experiences that carry the work of the classroom forward into the practical realm of the University's fully produced season of plays, a season that ranges from such classic playwrights as Sophocles and Shakespeare to contemporary plays and musicals. There also is an extended connection between the academic program and the New Harmony Theatre, the University's professional summer theatre program, and students often receive their first professional experience through the summer project. With dedicated mentoring and placement guidance from the faculty, many students begin to work in other professional summer theatres around the country during their study, so there are always opportunities to pursue, both in and out of the classroom.

As baccalaureate candidates, students prepare for a full range of possibilities following their college experience. While a strong professional focus is maintained throughout the program, the theatre major has far-ranging applications, greatly increasing students' sense of personal discipline, their critical thinking, and their communication skills. Graduates of the program are generally well-prepared for graduate study, specialized internships in the field, as well as for the professional world. Many will seek a career in teaching, combining their study with a secondary education field, such as English.

The Theatre Program at USI believes strongly that theatre students, regardless of their area of focus, must have an appreciation for the theatre as a whole. It therefore requires a balance between performance and technical subject areas. All students are required to take some history or survey classes. Still, the program provides a great deal of flexibility, enabling performance students to choose acting, directing, and playwriting electives, while technology and design students may develop equally in the areas of lighting, scenery, and costume. Special topics classes are periodically offered to address the interests and needs of the students.

In addition to the major in Theatre Arts, a Theatre Arts minor and Theatre Education minor are both offered. The Theatre Arts minor permits students with other major programs of study to take a concentration of courses in any aspect of theatre to which they are drawn. The Theatre Education minor, taken in conjunction with a Secondary Education major, will permit this additional teaching certification.

Theatre Arts Major

43 credit hours

Required Courses 25 hours **25**

THTR 102	Introduction to Theatrical Production	3
THTR 120	Theatre Lab (two semesters)	2
THTR 251	Acting I	3
THTR 320	Theatre Lab (two semesters)	2

One of the following:

THTR 224	Production Technology	3
THTR 234	Costume Technology	3
THTR 243	Lighting Technology	3

Two of the following:

THTR 327	Scene Design	3
THTR 337	Costume Design	3
THTR 347	Lighting Design	3
THTR 487	Introduction to Stage Directing	3

One from the following:

THTR 371	History of Theatre I	3
THTR 473	Western Drama I	3

One of the following:

THTR 372	History of Theatre II	3
THTR 474	Western Drama II	3

Electives 18

Note: Any of the courses in the grouped selections above not selected as a required class can be selected as an elective.

THTR 150	Practicum in Dance	3
THTR 234	Costume Technology	3
THTR 235	Stage Make-up	3
THTR 236	Costume Crafts: Jewelry, Millinery, Fabric Modification	3
THTR 252	Acting II	3
THTR 253	Voice and Diction	3
THTR 260	Intermediate Dance Practicum	3
THTR 326	Computer-Aided Design	3
THTR 351	Acting III	3
THTR 352	Acting IV	3
THTR 353	Musical Theatre I	3
THTR 354	Musical Theatre II	3
THTR 361	Playwriting	3
THTR 381	Stage Management	3
THTR 400	Independent Study in Theatre Arts	3

THTR 427	Advanced Scene Design	3
THTR 490	Repertory Theatre Internship	3
THTR 498	Internship in Theatre Arts	3
THTR 499	Special Topics in Theatre Arts	3

Theatre Arts Education Minor

24 Credit hours

THTR 102	Introduction to Theatrical Production	3
THTR 224	Production Technology	3
THTR 234	Costume Technology	3
THTR 243	Lighting Technology	3
THTR 251	Acting I	3
THTR 371/372	History of Theatre I or II	3
THTR 487	Introductions to Stage Directing	3

Choose one from:

THTR 327	Scene Design	3
THTR 337	Costume Design	3
THTR 347	Lighting Design	3

Theatre Arts Minor

18 credit hours

The theatre minor is offered in order to enable students with a decided passion for a particular area of theatre study, but who wish to pursue other interests, to realize a shorter, more specialized program of study.

Required courses		6
THTR 101	Introduction to Theater	3
THTR 120	Theatre Lab (two semesters)	1
THTR 320	Theatre Lab	1

Electives 12

Students may take any combination of classes provided prerequisites are observed and six hours must be earned at the 300 level or above.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students in planning their programs of study.

Theatre Arts (THTR prefix)

101 Introduction to Theatre (3) Analysis of the nature of theatre, its origin and development from the standpoint of the play, the physical theatre, and its place in culture. Specific emphasis is placed on the study of styles and the various artistic components which "collaborate" to create theatre. Satisfies Core Curriculum component B-2. F, Sp

102 Intro to Theatrical Production (3) Introduction to the major elements and theory of theatrical production including, but not limited to, back-of-house administration and organization, the various design disciplines, basic collaboration, and overview of current trends and technologies. Course will place specific emphasis upon the "visual" component and the basic procedures involved with mounting a performing arts production. F

150 Practicum in Dance (3) Provides a practical background in the fundamentals of three styles of dance. The techniques and discipline of dance will be explored and utilized, culminating in an examination that tests the comprehension, comportment, and flexibility of the student. Course may be repeated once. F, Sp

224 Production Technology (3) Fundamental study of scenery production and engineering, shop organization, and the various techniques and procedures utilized by production personnel. Course will include technical drawing, budgeting, instructional workshops, safety, task-oriented engineering solutions, and theatre program production lab work. Prereq: THTR 102.

234 Costume Technology (3) This course is the study and practical application of fabric modification techniques, beginning millinery, mask making, and jewelry making.

235 Stage Make-up (3) Basic principles of the art and technique of make-up for the use in the design and execution of developing and projecting the stage character. Purchase of make-up kit required.

236 Costume Crafts (3) This course is a study and practical application of fabric modification techniques, beginning millinery, mask making, and jewelry making. No prereq.

243 Lighting Technology (3) Fundamental practice and theory of electrical applications in lighting a theatrical production and the collaborative process of basic theatrical lighting design. Course includes lighting terminology, electrical theory and practice, script analysis, the elements of design, and the design process. Projects include lighting observations, master electrician packets, and a lighting design project. Students will be required to participate in at least three outside lighting labs correlating to the USI Theatre productions season. Prereq: THTR 102 or concurrent enrollment.

251 Acting I (3) Study and practice in the fundamentals of the acting process. Class emphasizes physical and vocal work in conjunction with exercises geared toward the expansion of personal imaginative skills. Class work focuses on monologues and improvisational games. Open to all University students. Satisfies Core Curriculum component A1. F, Sp

252 Acting II (3) Continued study and development of the fundamental acting processes taught in Acting I. Class work consists of scene study focusing on the active, objective, and subtext of the actor's characterizations. Prereq: THTR 251 or permission of the instructor.

253 Voice and Diction (3) Concerned with the anatomy and function of the speech mechanism. Emphasis on articulation, phonation, and resonance. Study of voice characteristics, vocal quality, volume, rate, pitch, and force. This course requires that the students learn the International Phonetic Alphabet. Students evaluate their own speech characteristics.

260 Intermediate Dance Practicum (3) Provides a practical background in the fundamentals of a variety of traditional dance forms. The techniques and discipline of dance will be explored and utilized, culminating in an examination that tests the comprehension, comportment, and the flexibility of the student. May be repeated once. Prereq: THTR 150 or by permission of instructor.

326 Computer-Aided Design (3) Computer-aided design teaches students the technical operation of various design software for application to the entertainment industry or wherever a design project calls for precise presentation. Software employed is standard both to the entertainment industry and beyond it. Prereq: THTR 224 or junior standing or permission of instructor.

327 Scene Design (3) Study of the elements and principles of scenic design. Students will explore the application of design concepts based upon an analysis of script and production parameters in order to produce complete packages of speculative work (research, plans, models, drawings, etc.). Prereq: THTR 102.

337 Costume Design (3) A study of the elements and principles of costume design for the theatre. Students will develop skill in play analysis for costuming, basic rendering skills, and period research. The class will include an introduction to the various media used in communicating a costume design concept. Prereq: THTR 102. Sp.

347 Lighting Design (3) Advanced study and application of lighting design for theatre, opera, dance, and other theatrical genres. May also explore basic elements of television and film. Students will complete design projects that improve upon script analysis, research, rendering, color theory, drafting, and presentation skills. Beginning computer drafting and supplemental paperwork software applications to be introduced. Students will be required to participate in at least three outside lighting labs correlating to the USI Theatre productions season. Prereq: THTR 243. Sp.

351 Acting III (3) Study and practice of the acting techniques and methods used to create a character for the stage. Emphasis placed on the application of these theories in the development of monologues and scenes from major American plays. Prereq: THTR 252 or permission of the instructor.

352 Acting IV (3) Provides a background in period styles to the advanced student actor, examining the special considerations inherent in performing classical drama, beginning with Greek tragedies and continuing on through Elizabethan, Restoration, and other periods, including contemporary pieces of a special nature, such as epic, expressionist, and absurdist drama. Prereq: THTR 351 or permission of instructor.

353 Musical Theatre Performance I (3) The student will explore and experience the nature of musical theatre and the unique performance demands required to create it at a proficient level. Emphasis will be placed on accessible vocal material from the standard musical theatre repertoire, including solos, duets, and company numbers. Students will present research on the genre's historical and stylistic eras. Prereq: THTR 251.

354 Musical Theatre Performance II (3) The student will further explore and experience the nature of musical theatre and the unique performance demands required to create it at a proficient level. Emphasis will be placed on more challenging vocal material from the standard musical theatre repertoire, including solos, duets, and company numbers. Students will present research on the genre's historical and stylistic eras. Prereq: THTR 251 and THTR 353.

361 Playwriting (3) Students will participate in an intense study of dramaturgy and will write dramas of their own. Prereq: ENG 302 and THTR 102 or consent of the instructor. Dual listing with ENG 361.

371 History of Theatre I (3) History of the theatre from pre-Grecian through Elizabethan time periods. Also touching on the Asian theatre. Concentration of the physical theatre, conventions in acting, directing, design. Prereq: THTR 102 or permission of instructor.

372 History of Theatre II (3) History of the theatre from the French Renaissance through the present day. Concentration on the physical theatre, conventions in acting, directing, and design. Prereq: THTR 102 or permission of instructor.

381 Stage Management (3) This course will look at the structure of theatre, the elements of production, the rehearsal and performance process, and the role and responsibilities of the stage manager in all of these aspects. Students learn the preparation of a promptbook, standard record-keeping, management etiquette, and union requirements.

427 Advanced Scene Design (3) Individual development in scene design projects through intensive study of various styles. Detailed representation of design ideas in rendering and models required. Class includes practice and development in scene painting. Prereq: THTR 102, THTR 224, THTR 327.

473 History of Western Drama I (3) Survey of representative plays from the Classics through English Renaissance as a basis for theatrical and dramatic criticism. Dual listing with ENG 473. Prereq: Eng 201 and junior standing, or consent of instructor. F

474 History of Western Drama II (3) Survey of representative plays from French Renaissance to modern period as a basis for theatrical and dramatic criticism. Dual listing with ENG 474. Prereq: ENG 201 and junior standing, or consent of instructor. Sp

487 Stage Directing (3) An introduction to the principles of play directing. Class emphasizes text analysis, interpretation, picturization, and the various aspects involved in the production process. Class will include direction of extended scenes from full-length plays. Prereq: THTR 102, THTR 251, or consent of instructor.

490 Repertory Theatre Internship (3) This course is an intensive internship within the professional environment of the USI Theatre and New Harmony Theatre Repertory Project. Students will be assigned positions within a professional theatre season based upon their interests and experience. Assignments will be identified and outlined by contract and may be made in more than one area depending upon degree of supervisory responsibility assigned by the instructor. Internship hours assigned will range between 100 and 140, depending upon area and responsibility. This course is repeatable; up to six hours may be earned for Theatre-directed elective credit. Prereq: THTR 101 or 102; consent of instructor.

498 Internship in Theatre (3) Work experience in an approved professional theatre, shop, or enrichment center. The course provides for a minimum of 150 hours of supervised professional work, two written evaluations by the supervisor, two written self-evaluations, and a final review with a department faculty member. Grades are assigned as Pass or No Pass only. Prereq: 21 hours in the major, upper-division status, and written consent of the instructor. F, Sp, Su

499 Special Topics in Theatre Arts (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Repeatable with change in topic. Prereq: consent of the instructor.

THE MUSIC PROGRAM

The music program of the performing arts curriculum offers students throughout the University opportunities to develop their musicianship through performance. It also provides valuable experience for performing arts students eager to build their musical credentials within the Theatre major. The various music ensembles maintain a performance calendar independent from that of the USI Theatre, as well as offer a number of performance-based scholarships. There is currently no major or minor offered in music.

Course Descriptions

Music (MUS prefix)

161 Music Theory I (3) The fundamentals of music theory through part-writing and analysis. Course content includes key signatures, scales, intervals, triads, and an introduction to figured bass.

162 Music Theory II (3) A continuation of MUS 161 emphasizing inversions of triads, the dominant seventh chord, non-harmonic tones, and elementary modulations through part-writing, composition, and analysis with and without figured bass. Prereq MUS 161 or permission of the instructor.

171 Aural Skills I (1) This course offers a practical application of the materials studied in MUS 161 and provides the necessary drill in the skills of sight-singing, aural perception, and the dictation of music.

172 Aural Skills II (1) This course offers a practical application of the materials studied in MUS 162 and provides the necessary drill in the skills of sight-singing, aural perception, and dictation of music. Prereq MUS 171.

181 Class Piano I (1) This course provides a comprehensive introduction to piano performance, functional keyboard skills, and the keyboard literature of beginning piano students. Focus will be given to major scales, primary chord progressions, melodic harmonization, and performance of recital repertory relevant to the course objectives.

182 Class Piano II (1) The second course in the Class Piano sequence, MUS 182 provides a comprehensive introduction to piano performance, functional keyboard skills, and keyboard literature of beginning piano students. Focus will be given to major and minor scales and their inversions, primary chord progressions in root and inverted positions, melodic harmonization, and performance of repertory relevant to the course objectives. Prereq MUS 181 or permission of the instructor.

200 USI Chamber Choir (2) A select touring choir devoted to performance of an eclectic repertory of choral literature for mixed voices (S.A.T.B.). This course will focus on the development of vocal technique, performance practices, and will culminate with several performances throughout the year. Prereq: audition and consent of instructor.

202 Introduction to Music (3) A basic survey of the media elements and organizational patterns of the art of music.

220 USI Women's Choir (1) A select group devoted to the performance of standard choral repertory for women. This ensemble will focus on the development of vocal technique beginning with the simplest part-songs and progressing through more difficult choral works. This course will culminate in a choral performance near the end of the semester. Prereq: audition and consent of the instructor.

251 Music and Movement in Elementary Schools (3) Develops appreciation and skills in music as applied by the middle-level education major in voice, keyboard, and recorded musical materials. Comparative study will be pursued in the areas of integrated curriculum and methodology presently used in the instruction of music and movement in grades three through six. Guided field experience. Prereq: EDUC 196.

290 USI Jazz Ensemble (2) A select ensemble consisting of any combination of jazz players from a small combo up to a full jazz "big band." The purpose of this course is to educate players in the area of jazz realization and improvisation through the study of standard repertory, improvisation texts, listening assignments, and rehearsal. This ensemble will perform regularly throughout the year. Prereq: audition and consent of the instructor.

PHILOSOPHY

Philosophy provides an excellent field of study for students planning to seek advanced degrees in law, philosophy, theology, politics, and other areas. The critical thinking and communications skills stressed in philosophy are a valuable complement to most any career or field of study. Philosophy is an excellent complementary second major (only 30 credits) or minor (18 credits). Students pursue a Bachelor of Science or Bachelor of Arts degree. The latter, requiring 12 hours of a non-English modern or classical language, is preferable for those interested in more advanced degrees.

Philosophy Major – 30 credit hours

Required Courses

15 hours

PHIL 205	Intro. to Logic	3
or PHIL 305	Intro to Symbolic Logic	3
PHIL 350	History of Philosophy I	3
PHIL 351	History of Philosophy II	3

Choose one from:

PHIL 344	Contemporary Philosophy	3
PHIL 418	Metaphysics	3
PHIL 420	Theory of Knowledge	3
PHIL 435	Philosophy of Science	3

Choose one from:

PHIL 301	Theoretical Ethics	3
PHIL 363	Bioethics	3
PHIL 366	Environmental Ethics	3
PHIL 441	Political and Legal Philosophy	3

Elective Courses

15 hours selected from philosophy course offerings as directed by advisor. (No more than six total hours of 200-level courses may be counted.)

Philosophy Minor – 18 credit hours

Required Courses

9 hours

PHIL 205	Intro. to Logic	3
or PHIL 305	Intro. to Symbolic Logic	3
PHIL 350	History of Philosophy I	3
PHIL 351	History of Philosophy II	3

Elective Courses

Nine hours selected from philosophy course offerings as directed by advisor. (No more than six total hours of 200-level courses may be counted.)

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study. Upper-level courses are offered at least once every two years.

Philosophy (PHIL prefix)

200 Introduction to Philosophy (3) The nature of philosophy and its problems. F, Sp, Su

201 Introduction to Ethics (3) An in-depth study of issues in practical or applied ethics. F, Sp, Su

205 Introduction to Logic (3) Forms of inference in terms of traditional logic. Sp

251 Introduction to the Study of World Religions (3) An introductory survey course designed to expose students to the scholarly methods, disciplines, and topics involved in the academic study of religions. F, Sp

301 Theoretical Ethics (3) An in-depth study of traditional and contemporary meta-ethical and normative theories. Prereq: one philosophy course or consent of instructor.

304 Philosophy of Art (3) Representative theories of the nature and evaluation of art. Prereq: one philosophy course or consent of instructor.

305 Introduction to Symbolic Logic (3) An examination of the principles and methods of the several branches of symbolic logic.

312 Ethics in the Professions (3) Provides participants with the foundation for understanding and applying ethical standards and analysis in professional careers including, but not limited to business, engineering, law, mass media, and medicine. The course will survey contemporary ethical theories and explore the ethical codes, standards, and practices specific to the student's chosen career. Prereq: junior standing and consent of instructor.

344 Contemporary Philosophy (3) A study of the philosophical thought of important 20th century figures, such as Russell, Wittgenstein, Quine, and Heidegger. Prereq: one philosophy course or consent of instructor.

350 History of Philosophy I (3) A study of the history and development of philosophical ideas from ancient Greece to the close of the Middle Ages, including Plato and Aristotle. Prereq: one philosophy course or consent of instructor. F

351 History of Philosophy II (3) A study of the history of early modern philosophy including such major philosophers as Descartes, Leibniz, Locke, Hume and Kant. Prereq: one philosophy course or consent of instructor. Sp

361 Special Problems in Philosophy (3) Repeatable with a change in course content. A study of some selected problem, movement, or philosopher in the field of philosophy. Prereq: one philosophy course or consent of instructor.

362 Interdisciplinary Problems (3) Repeatable with a change in course content. An interdisciplinary study of some problem or concept in which the perspective of philosophy is involved.

363 Bioethics (3) A critical survey of the ethical issues generated by research and practice in the fields of biology and medicine. Prereq: one philosophy course or consent of instructor.

364 Gender and Philosophy (3) A survey of concepts essential to feminist social and political philosophy, including sexism, oppression, discrimination, patriarchy, and equality, with critical application of these concepts to current gender-related issues and to students' own experiences as men and as women. Prereq: one philosophy course or consent of instructor.

365 Sexual Ethics (3) An examination of various philosophical issues in sexual ethics, including the role of sexuality in human life, its relation to love and to marriage, the meaning and value of sexual freedom, the moral status of homosexuality, the meaning of sexual consent, and sexual objectification and co-modification. Prereq: one philosophy course or consent of instructor.

366 Environmental Ethics (3) This course examines the history and nature of how human relationships to ecosystems create moral obligations to act responsibly with respect to future generations of humans, non-human animals, and the ecosystems of the planet itself. It analyzes the historical roots of current environmental problems as well as more recent theories of environmental ethics such as land ethic, ecofeminism, and deep ecology. Topics may include, but are not limited to: global warming, overpopulation, endangered species, sustainable agricultural practices, genetic engineering, and corporate accountability.

413 Philosophy of Religion (3) Basic problems and philosophically significant theories of religion, including such problems as the relation of faith and reason, and the existence of God. Prereq: one philosophy course or consent of instructor.

415 History of Rhetoric (3) An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of men and on historical events which have influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own writing and their evaluation of the writing of others. Dual listing with English. Prereq: ENG 201 and junior status.

418 Metaphysics (3) Alternative theories of the nature of ultimate reality and related questions about the nature, function, and possibility of such theories. Prereq: one philosophy course or consent of instructor.

420 Theory of Knowledge (3) Alternative theories of the origin, nature, and possibility of knowledge. Prereq: one philosophy course or consent of instructor.

425 Philosophy of Mind (3) Covers topics in the traditional philosophy of mind, e.g., the mind/body problem and more contemporary issues such as intentionality, mental representation, and folk psychology. Prereq: one course in philosophy or consent of instructor.

435 Philosophy of Science (3) An examination of the nature of scientific knowledge and the relation of science to culture. Prereq: one philosophy course or consent of instructor.

441 Political and Legal Philosophy (3) An examination of some central issues in political and legal philosophy, e.g., free speech, racial and sexual equality, constitutional interpretation and the relationship between law and morality. Prereq: one philosophy course or consent of instructor.

499 Independent Study in Philosophy (1-3) A course for individual research in a specific area of philosophy. Topics arranged to meet the specific interests of the student and faculty member involved. Course topic should not be covered in a regularly scheduled course. Course will be offered at the discretion and approval of a full-time faculty member who supervises the research. May be repeated once for a maximum of six hours of credit. Prereq: PHIL 200 or PHIL 201, junior standing, and permission of instructor.

Political Science courses that may be counted as Philosophy electives:

445 Ancient Political Theory (3) Examines the political thinkers and ideas that founded the Western political tradition. Emphasis is upon the nature of virtue and the goals of government. Prereq: one political science course or consent of instructor.

446 Modern Political Theory (3) Political thinkers from Machiavelli to Mill grapple with concepts such as liberty, equality and the proper relationship between the individual and the state. Prereq: one political science course or consent of instructor.

POLITICAL SCIENCE

Political science is the study of government, politics and public issues, and the institutions and processes through which conflicts over such issues are resolved. The major is grounded in the field's theoretical traditions and provides a strong background in the fundamental branches of the discipline: American politics, comparative politics, international politics, public policy, public administration, and political theory. Political science students develop analytical and methodological skills that permit them to critically assess contemporary political events and identify practical solutions to problems that arise in society and government. The major offers a solid foundation for a liberal arts education, regardless of a student's career objectives, and is particularly well-suited to those interested in government, law, teaching, business, and journalism. As undergraduates, political science majors have the opportunity to gain practical experience in the field by working for political campaigns and serving as interns for the state legislature, in local or state courts, or for various law-related organizations. Students with majors in political science may earn either a Bachelor of Science degree or a Bachelor of Arts Degree, which has a two-year non-English modern or classical language requirement.

Political Science Major

39 credit hours

Required courses

24 hours

POLS 102	Introduction to American Politics	3
POLS 202 or POLS 203	Introduction to Public Administration Introduction to the Policy Process in the United States	3
POLS 271	International Politics	3
POLS 281	Comparative Politics	3
POLS 331	Research Design and Data Collection	3
POLS 332	Statistics and Data Analysis	3
POLS 499	Senior Seminar in Political Science	3
One course selected from:		
POLS 309	American Political Theory	3
POLS 345	Man vs. the State	3
POLS 445	Ancient Political Theory	3
POLS 446	Modern Political Theory	3

Electives

15 hours selected from political science courses as directed by advisor.

Majors also must complete one course in one of these disciplines: economics, psychology, and sociology (a total of three credit hours).

Political Science Minor

24 credit hours

Required courses

18 hours

POLS 102	Introduction to American Politics	3
POLS 202 or POLS 203	Introduction to Public Administration Introduction to the Policy Process in the United States	3
POLS 271 or POLS 281	International Politics Comparative Politics	3
POLS 331	Research Design and Data Collection	3
POLS 332	Statistics and Data Analysis	3

Electives

6 hours selected from political science courses as directed by advisor.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Political Science (POLS prefix)

102 Introduction to American Politics (3) Explores the basic elements of the American political process and the institutions of American national government. Provides a foundation for the study of American government and politics. F, Sp, Su

202 Introduction to Public Administration (3) Examination of the organizational dynamics and external pressures that affect the administration of government institutions in the United States. Theories and concepts are discussed that pertain to a number of the administrative practices in national, state, and local government organizations: planning, budgeting, staffing, decision making, communicating, implementation, controlling, and evaluation.

203 Introduction to the Policy Process in the United States (3) Examination of the major theoretical approaches to the study of public policy and policymaking at the federal, state and local levels in the United States. The course focuses on critical elements of the policy process such as the definition of public problems, agenda setting, policy formulation, policy implementation, oversight, and policy change.

208 Law, Courts, and Justice (3) Sources, types, purposes, and sanctions of American law; functions of courts; problems of legal justice in the United States. This course is cross-listed as CRIM 208. F, Sp

271 International Politics (3) An introduction to the study of interstate political relations, power, nationalism, and international organizations; discussion of current trends in international affairs.

281 Comparative Politics (3) Introduction to the comparative study of governments and politics. Examines case studies of the political systems of selected nations, including non-democratic regimes such as communism, military rule, and theocracy. Sp

299 Special Topics in Political Science (3) Provides intensive examination of current political problems and issues as selected by the instructor. Topic will vary each time the course is offered. May be taken twice for credit.

305 State and Local Government (3) The framework of states and their local governments in the United States. Indiana government is compared with that of other states. The course stresses the most important contributions of local governments to the federal system. Prereq: one political science course or consent of instructor.

306 Political Parties (3) The structure and function of American political parties and their relationship to democratic government. Emphasis is placed upon party organization and strategy in the political process. Historical as well as current sources are utilized. Prereq: one political science course or consent of instructor.

309 American Political Theory (3) Political thought from Puritan America to the present. Particular emphasis upon the great figures in the evolution of American political ideas. Prereq: one political science course or consent of instructor.

314 The American Presidency (3) Office, role, and powers of the President in the American political system. Prereq: one political science course or consent of instructor.

331 Research Design and Data Collection (3) An examination of how the scientific method is applied to the study of political phenomena. Topics range from how to develop and test hypotheses to writing surveys and conducting interviews; from engaging in content analyses to conducting focus groups and collecting data. Students will become better consumers of the political science literature, will become well-versed in several data collection methods, and will become adept at writing research designs. Prereq: one political science course or consent of instructor; political science major or minor.

332 Statistics and Data Analysis (3) An examination of statistical techniques and data analysis in political science. Specific techniques will include descriptive statistics, model specification, measures of correlation, point estimation, construction of confidence intervals, parametric and non-parametric hypothesis testing, Analysis of Variance (ANOVA), and regression analysis. Prereq: one political science course or consent of instructor; political science major or minor; completion of core curriculum math requirement.

345 Man vs. the State (3) Examination and analysis of important modern ideologies, with emphasis on communism, fascism, and democracy. Prereq: one political science course or consent of instructor.

351 Leadership in Bureaucratic Organizations in the United States (3) An examination of concepts, theories, and processes relating to leading and managing national, state, and local government bureaucracies in the United States. Particular attention is paid to how leadership and management styles are shaped by internal characteristics of government organizations and external political environments. Prereq: one political science course or consent of instructor.

361 Intergovernmental Relations in the United States (3) An examination of the institutional structure of the American federal system, the basic features of contemporary intergovernmental relationships, the changes that national, state, and local governments have undergone in an era of devolution, and the challenges intergovernmental relationships pose for policy makers. Prereq: one political science course or consent of instructor.

363 Organizational Theory and American Political Institutions (3) An examination of theories about American political organizations at the national, state, and local level. Theories are discussed that relate to government organizations' goals, structures, cultures, and leadership structures. Particular attention is paid to how organizational theories explain variations in government institutions' major functions: policy formulation, policy implementation, and policy revision. Prereq: one political science course or consent of instructor.

364 Environmental Politics (3) An examination of environmental politics: air and water pollution, hazardous materials, energy policy, and globalization. Prereq: one political science course or consent of instructor.

371 The United Nations (3) An examination of the UN as an organization, UN functions, regional perspectives, and current issues. Prereq: one political science course or consent of instructor.

383 Government and Politics of Latin America (3) Comparative analysis of Latin American political structures, political movements, and political thought with emphasis upon constitutional structures; local, state, and national governments; the military; revolutions; organized labor; and contemporary affairs. Prereq: one political science course or consent of instructor.

384 The Middle East (3) Government and politics of nation-states in northern Africa and western Asia, with special attention to Israel, Iran, and members of the League of Arab States. Prereq: one political science course or consent of instructor.

399 Advanced Topics in Political Science (3) An intensive examination of specialized topics in political science. May be taken twice for credit provided the topic is different. Prereq: One political science course or consent of instructor.

404 Indiana Constitutional Law (3) An analysis of leading decisions of the Indiana Supreme Court, with special attention to how particular provisions of the Indiana Constitution have been interpreted. The course also examines issues relating to statutory interpretation and judicial review. Prereq: one political science course or consent of instructor.

405 Constitutional Law (3) The growth of the American constitutional system by analysis of leading Supreme Court decisions, the role of the Court decisions, the role of the Court in American politics, evolution of the federal system, civil rights, problems of statutory interpretation, and judicial review of administrative action and regulations. Supplementary reading includes judicial biography and commentaries on the court. This course is cross-listed as CRIM 405. Prereq: one political science course or consent of instructor. F

406 Constitutional Rights (3) Analysis and discussion of leading decisions of the U.S. Supreme Court, with special attention given to civil rights, including the rights of persons accused of crime; freedom of speech, press, assembly, religion, separation of church and state, equal protection of the laws, and property rights. This course is cross-listed as CRIM 406. Prereq: one political science course or consent of instructor. Sp

407 The Legislative Process (3) The lawmaking process in Congress and selected legislative bodies in the United States; organization, powers, and problems of American legislatures. Prereq: one political science course or consent of instructor.

410 Interest Groups and Public Policy (3) An intensive analysis of the major American interest groups and their impact upon the forma-

tion and implementation of public policy at the local, state, and national levels of government. Major emphasis is given to ethnic, business, labor, agricultural, veterans, and religious associations. Prereq: one political science course or consent of instructor.

412 The Politics of Education (3) Major political actions that relate to education, with emphasis on school boards, state legislatures, federal grants, and interest groups. Issues include community control, educational power, and financial decision-making. Prereq: one political science course or consent of instructor.

427 Urban Politics and Governance (3) Study and analysis of the major issues, problems, and political processes of urban America, along with topics on urban governance, such as government organization and rescaling. Prereq: one political science course or consent of instructor.

445 Ancient Political Theory (3) Examines the political thinkers and ideas that founded the Western political tradition. Emphasis is upon the nature of virtue and the goals of government. Prereq: one political science course or consent of instructor.

446 Modern Political Theory (3) Political thinkers from Machiavelli to Mill grapple with concepts such as liberty, equality and the proper relationship between the individual and the state. Prereq: one political science course or consent of instructor.

471 International Organizations (3) An examination of the development and administration of international organizations, both governmental and non-governmental, such as the United Nations, the European Union, the World Trade Organization, and non-profit organizations. International organizations are evaluated in the context of global issues, such as international and regional security, trade, development, environmental problems, and social and humanitarian issues. Prereq: one political science course or consent of instructor.

473 International Law (3) A systematic study of the origins, objects, sources, and theories of international law. Foremost in importance is the aim to enable students to analyze basic premises and principles of international law and to develop an awareness of the major international legal problems. Prereq: one political science course or consent of instructor.

481 Politics of the Developing Nations (3) Comparative study of problems of political change and modernization in the developing nations. Prereq: one political science course or consent of instructor.

487 Government and Politics of Communist and Post-Communist States (3) Government and politics of Communist and Post-Communist states, with special emphasis on Russia and China. Students will learn about the development of the socialist theory, the reality of life in communist countries, the collapse of Communism, and current issues, such as political and economic reform, corruption, and ethnic conflict. Prereq: one political science course or consent of instructor.

495 Judicial Internship (3) Internship in a court for a minimum of 150 hours of supervised, professional work required. The internship experience will provide students with the opportunity to master and critique social science concepts and theories pertaining to the operation of judicial bureaucracies. Prereq: junior or senior status and consent of instructor.

496 Legal Internship (3) Students work as interns in a law office or other law-related organizations for 150 hours. Students also must complete various academic requirements. Working in a law office or other

law-related institution provides a pre-law student direct contact with the practical realities of the legal profession and the applications of law in society. This experience also helps a pre-law student decide whether to commit to law school. Thus, a legal internship is a valuable component of pre-law education. Prereq: junior or senior status and consent of instructor. Sp

497 Legislative Internship (6) Students serve as interns in the Indiana State Legislature. Students must be selected by one of the party caucuses in the House or Senate. In addition to working for state legislators, students must attend a speaker series and complete various academic requirements. Serving a one-semester internship in the Indiana State Legislature provides direct experience with the realities of practical politics. The internship provides students with concrete illustrations of the political concepts and processes presented in the classroom and thus are an integral part of a student's political education. Prereq: junior or senior status and consent of instructor.

498 Research in Political Science (3) Independent investigation of selected political problems under supervision of instructor. May be taken twice. Prereq: one political science course and consent of instructor. F, Sp

499 Senior Seminar in Political Science (3) Intensive examination of selected political problems. May be taken twice with topic change. Prereq: POLS 331 and POLS 332, or consent of instructor. F, Sp

Criminal Justice Studies courses that may be used as Political Science electives. (CRIM Prefix)

301 Introduction to Criminal Justice Administration (3) Analysis of the public institutions which determine policy and practice in the administration of the criminal justice system. This will include the legislature, the police, the courts, and correctional systems. Prereq: POLS 102 and junior status. Sp

302 Criminal Law (3) History and development of criminal law as a system of social control; the relationship among criminal laws; and the workings of courts and correctional systems. Prereq: POLS 102 and junior status. F

PSYCHOLOGY

The study of psychology provides students with a framework for understanding human behavior in its many facets. Grounded firmly within the liberal arts tradition, the USI psychology curriculum encourages the development of the capacity to think clearly, analyze problems, and communicate effectively. The departmental major emphasizes the application of quantitative methods to the study of behavior, as well as the application of psychological principles to solving human problems. Psychology majors frequently develop careers in counseling, rehabilitation, and other helping professions, as well as in personnel, business, sales, research, and teaching. Students pursue either a Bachelor of Science or a Bachelor of Arts degree. The latter requires 12 hours of non-English modern or classical language study.

Internships and research experiences are available in many areas.

Psychology Major

41 credit hours

Required courses

PSY 201	Introduction to Psychology	3
PSY 202	Orientation to a Major in Psychology	1
PSY 303	Research Methods and Statistics I	3

PSY 353	Research Methods and Statistics II	4
PSY 497	Capstone in Psychology: History and Systems	3
Two of the following courses:		6
PSY 312	Perception	
PSY 357	Learning Theory	
PSY 385	Physiological Psychology	
PSY 425	Cognitive Psychology	
Two of the following courses:		6
PSY 261	Lifespan Developmental Psychology	
PSY 273	Social Psychology	
PSY 322	Abnormal Psychology	
PSY 462	Personality	

Elective courses

15 additional hours selected from entire list of offerings in psychology, excluding PSY 498 and PSY 499.

Psychology Minor

18 credit hours

Required course: PSY 201 Introduction to Psychology, 3 hours.

Elective courses: 15 hours of psychology courses excluding PSY 498 and PSY 499, with at least six hours at the 300 or 400 level.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Psychology (PSY prefix)

201 Introduction to Psychology (3) A survey of basic concepts and methods of psychology as a behavioral science. Seeks to develop an understanding of the individual and social forces that influence and direct behavior. Prereq for all other psychology courses. F, Sp, Su

202 Orientation to a Major in Psychology (1) This course is designed to provide an orientation to educational issues and career planning and development for students majoring in psychology. Prereq: C or better in PSY 201. F, Sp

261 Lifespan Developmental Psychology (3) An examination of the theories, methods, and issues of lifespan human development. Biological, intellectual, emotional, linguistic, perceptual, and social aspects of growth and development from birth through old age are explored within the context of current and classical research in the field. Common physiological, familial, and social stresses associated with individual stages of development are reviewed. Prereq: PSY 201. F, Sp, Su

273 Social Psychology (3) A survey of concepts, topics, and research in social psychology. Including research methodology, cognitive dissonance, prejudice, attitudes, persuasion, conformity, attraction, group dynamics, aggression, and altruism. Prereq: PSY 201. F, Sp

298 Human Sexuality (3) Considers sexuality from a broad scientific perspective. Areas covered include sex research and methods, the biological basis of sexuality, sexual behavior, sexuality and the life cycle, sexual problems, and social issues. Prereq: PSY 201. Sp

303 Research Methods and Statistics I (3) An introduction to the research methods and statistics used by psychologists, with an emphasis on experimentation. Research designs, principles of methodology, and the statistical analysis of results will be emphasized. Prereq: PSY 201, PSY 202, grade of C in math core, plus three additional hours of psychology. F, Sp

312 Sensation and Perception (3) Focuses on physical and psychological aspects of human perception. Study of the senses will consider measurement, methodology, and organizational principles with primary focus on vision. Prereq: PSY 201. F

322 Abnormal Psychology (3) A survey of past and present conceptions of abnormal behavior. Major diagnostic issues, including the role of psychological tests, are discussed. Symptoms, diagnostic criteria, and etiological factors underlying the major disorders are considered, as well as related legal issues. Selected treatments for these disorders are described and evaluated. Disorders considered include anxiety, dissociative, somatoform, psychophysiological, geriatric, affective, schizophrenia, substance abuse/addiction, sexual deviations, disorders of childhood and adolescence, and personality disorders. Prereq: PSY 201. F, Sp, Su

353 Research Methods and Statistics II (4) Advanced topics in the research methods and statistics used by psychologists, with an emphasis on experimentation. Prereq: C or better in PSY 303. F, Sp

357 Learning Theory (3) The scientific study of learning over the last one hundred years has produced a sizable body of laws and principles describing how these processes work. This course investigates the ways in which organisms (human and non-human) change their behavior as a result of experience. The course provides the behaviorist perspective on such changes and therefore focuses on respondent and operant conditioning. Prereq: PSY 201, three additional hours in Psychology. F

361 Child and Adolescent Psychology (3) This course takes an in-depth look at physical, cognitive, and social-emotional development and the inter-relationships of each from conception to adolescence. Topics such as the effects of heredity as well as pre and post-natal environments on growth will be examined in the context of current and classical research in the field. Emphasis will be placed on recent advances in the understanding of forces affecting adaptive and maladaptive development. Prereq: PSY 201. F

362 Clinical Psychology (3) A survey of clinical psychology that considers types of problems, diagnostic instruments, clinical orientations, ethics, and the professional role of the clinical psychologist. Students learn to describe and differentiate among psychodynamic, behavioral, cognitive, humanistic, family and group approaches to treatment. Discussions, demonstrations, and supervised laboratory experiences provide opportunities to relate theoretical knowledge to interviewing, establishing rapport, and basic record-keeping. Prereq: PSY 201 and either PSY 322 or PSY 462, or permission of instructor. Sp

371 Adulthood and Aging (3) This course involves an in-depth study of adulthood and aging by examining the major theories, research, and issues of psychological development. Topics covered will include personality, cognitive functioning, interpersonal relationships, mental and physical health, and sociocultural context. Prereq: PSY 201. Sp

376 Industrial Psychology (3) Examination of psychological principles applied to personnel decision-making including job analysis, performance appraisal, training, and engineering psychology. Emphasis on the selection (hiring) process, including criterion development, standardized tests, simulation, interviews, selection battery validation, adverse impact, and test fairness. Prereq: PSY 201 and any course in statistics or research methodology. F

381 Psychology of Gender (3) Investigation of the psychological and physiological determinates of gender differences and similarities in behavior with emphasis on development of sex-role identity, interpersonal interactions, achievement and affiliation behavior, sex-typed behavior, socialization and personality perspectives. Prereq: PSY 201. Sp

385 Physiological Psychology (3) The study of behavior as influenced by the nervous system. Physiological mechanisms that underlie behaviors such as sensory and motor processes, motivation, emotion, learning, and behavior pathology are emphasized. Biological background is helpful but not required. Prereq: PSY 201. Sp

400 Special Topics in Psychology (3) Devoted to the study of psychological topics not currently part of the curricular offerings. Topics change with the interests of students and faculty. Students may repeat the course as the topics change. Prereq: PSY 201 and approval of instructor.

425 Cognitive Psychology (3) The study of how the human mind processes information. Topics include models of memory, categorization, concept formation, creativity, and imagery with emphasis on language comprehension and problem solving. Prereq: PSY 201 plus nine additional hours in psychology. Sp

462 Personality (3) Critical evaluation and comparison of major personality theories. Includes coverage of key issues in personality research such as person perception and cross-situational consistency. Prereq: PSY 201 and nine additional hours in psychology. Sp

476 Psychometrics (3) The procedures of test planning, item writing, establishing reliability and validation are presented. Interpretation and combination of scores are covered. Representative tests are discussed to illustrate the principles of test construction and interpretation. Prereq: PSY 201, PSY 303, and junior or senior standing. Sp

497 Capstone in Psychology: History and Systems (3) This course provides a rationale and method for studying the history of psychology as a distinct academic and professional discipline. The course also surveys important theoretical systems used to build the science and application of psychology. In addition, the impact of these historical and theoretical precedents upon contemporary research and practice are discussed. Prereq: senior standing, PSY 303. F, Sp

498 Internship (3) Provides for a minimum of 150 hours supervised experience related to psychology. Students are expected to arrange internships with approval of instructor, maintain a log of their experiences, and meet regularly with instructor. Assignments are negotiated with the instructor based on the demands of the particular internship experience. Open to juniors and seniors. Credit does not count toward the 41 hours necessary for the psychology major. May be repeated once for a maximum of six hours of credit. Prereq: PSY 201, 15 additional psychology hours; and permission of instructor. F, Sp

499 Individual Study in Psychology (1-3) A course intended primarily for individual research in a specific area of psychology. Topics arranged to meet the specific interest of the student and faculty member involved. May be elected on an arranged basis upon approval of the faculty member who is to serve as supervisor of the research. Credit does not count toward the 41 hours necessary for the psychology major. May be repeated once for a maximum of six hours of credit. Prereq: PSY 201 and permission of the instructor. F, Sp

SOCIOLOGY, ANTHROPOLOGY, AND CRIMINAL JUSTICE STUDIES

Students interested in sociology may elect a major or a minor as part of the liberal arts program leading to the Bachelor of Arts degree or Bachelor of Science degree. The Bachelor of Arts degree requires 12 hours of a non-English modern or classical language.

Sociology

Students can elect to have anthropology courses included in their sociology major/minor and several sociology courses are part of the criminal justice studies program. Many students choose sociology because it is a broad liberal arts base for several professions such as law, criminal justice, education, medicine, social work, and counseling. The undergraduate degree provides strong preparation for a variety of business, social service, and government careers. The USI sociology program emphasizes practical and theoretical skills including: critical thinking about the social world, computer applications, writing and communication skills, and community engagement.

Sociology Major

39 credit hours

Required courses

SOC 121	Principles of Sociology	3
SOC 370	Seminar in Sociology	3
SOC 371	Classical Sociological Theory	3
SOC 372	Contemporary Sociological Theory	3
SOC 391	Introduction to Sociological Research	3
SOC 392	Statistics for Social Research	3

Four courses from the following list:

SOC 341	Sociology of Medicine	3
SOC 343	Sociology of Death and Dying	3
SOC 345	Simulated Games of Society	3
SOC 370	Seminar in Sociology	3
(different topic than one applied to above required courses)		3
SOC 375	Social Change	3
SOC 415	Sociology of the Environment	3
SOC 421	Race and Ethnicity	3
SOC 424	Population	3
SOC 426	Sociology of Deviant Behavior	3
SOC 431	Gender and Society	3
SOC 441	Social Movements	3
SOC 461	Sociological Issues in Education	3
SOC 463	Wealth and Poverty	3

Electives

Nine hours of directed anthropology and sociology electives.

Sociology Minor

18 credit hours

Required courses

SOC 121	Principles of Sociology	3
SOC 370	Seminar in Sociology	3
One 300/400-level sociology course		3

Nine hours of electives. (Note that one Anthropology course may be counted as one of these elective courses.)

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Sociology (SOC prefix)

121 Principles of Sociology (3) An examination of social dynamics and consequences of social life. The main topics are culture, social groups, socialization, deviance, social stratification, race relations, gender, and family. It is required of majors and minors. F, Sp, Su

200 Special Topics in Sociology (3) This course is a means for the study of selected topics of current interest and importance in sociology. These topics will vary in accordance with the interests of students and faculty. Students may repeat the course without limit as the topic changes. Prereq: SOC 121.

225 Criminology (3) A consideration of criminality, its nature and extent, particularly in the United States. Includes analysis of the etiology of criminal behavior, the sociology of criminal law, and societal reaction to criminals. F

231 Social Problems (3) Examination of the nature, extent, causes, and effects of selected contemporary social problems, such as gender, sexual behavior, drugs, environment, economic inequality, racial inequality, crime, and education. F, Sp

251 Principles of Social Psychology (3) A general consideration of human behavior in social situations with particular emphasis on communication processes, socialization, social roles, social self, and social groupings.

261 Marriage and Family (3) The course examines research about the family life cycle. The specific areas investigated are sex roles, a history of the American family, dating, sexual behavior, marriage, childbirth, children, the middle-aged, the elderly, divorce, and step-parenting. Prereq: SOC 121.

335 Juvenile Delinquency (3) An in-depth study examination of juvenile delinquency and its causes, effects, treatment and prevention. Includes analysis of how social institutions influence delinquency, theoretical explanations for delinquency, and the creation and current efforts of the juvenile justice system. Prereq: SOC121 and junior standing. Sp

341 Sociology of Medicine (3) The social organization of medical care. The course considers patterns of morbidity and mortality, social epidemiology of disease, social effects of disease, doctor-patient relationships, cost of medical services, hospitalized patients, modes of medical practice, hospital organization, and programs of medical care. Prereq: SOC 121.

343 Sociology of Death and Dying (3) The social structures and processes involved with death and dying. The course considers different concepts of death, death as a social disease, the demography of death, the determination of death, the funeral industry, the social psychology of dying, dying patients, and the survivors of death. Prereq: SOC 121.

345 Simulated Games of Society (3) The study of society through the use of simulated games. The power structure, the social class system, the justice system, sex roles, different cultures, whole societies, ghettos, economic systems, municipal politics, and national political parties are simulated in classroom games to provide the student with experiential knowledge of these processes. Prereq: SOC 121.

370 Seminar in Sociology (3) An intensive, small-group discussion of recent research on topics of current interest to sociologists. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the reading list changes. Prereq: junior standing. F, Sp, Su

371 Classical Sociological Theory (3) An examination of 19th and early 20th century developments in sociological theory. Course examines developments in some of the major theoretical traditions. The context and key ideas of each tradition will be considered. Students will read original texts. Prereq: six hours of sociology or consent of instructor. F

372 Contemporary Sociological Theory (3) An examination of early 20th century to present developments in sociological theory. Course examines developments in some of the major theoretical traditions. The context and key ideas of each tradition will be considered. Students will read original texts. Prereq: SOC 371. S

375 Social Change (3) An investigation of change in cultural patterns, behavioral relationships, and social structure. Topics comprise social movements, work, urbanization, family, computerization, social organizations, and other aspects of American society. Prereq: SOC 121 and junior standing.

391 Introduction to Sociological Research (3) An examination of the various methods that sociologists use to conduct research. Course work includes concept formation, sampling, questionnaire construction, content analysis, experiments, and field observations. Students learn how to conceptualize and design their own research project. Prereq: nine hours of sociology/criminal justice studies courses. F

392 Statistics for Social Research (3) An introductory course in descriptive and inferential statistics. Course work includes probability, univariate statistics, bivariate statistics, and statistical modeling using the SPSS computer analysis software package. Students learn how to write research reports using statistical evidence. Prereq: SOC 391, MATH 108 or MATH 111. Sp

415 Sociology of the Environment (3) A sociological approach to understanding the interaction of society and the natural environment. It focuses on social causes and consequences of environmental problems and mitigating actions taken toward them. It also addresses inequality in the distribution of environmental problems. Several specific cases are studied in detail. Prereq: six hours of sociology or consent of instructor.

421 Race and Ethnicity (3) A sociological exploration of the origins and influence of race, ethnicity, and cultural/national identity in American and international stratification systems. Prereq: six hours of sociology or consent of instructor.

424 Population (3) The quantitative and qualitative aspects of population and population trends in significant areas of the world; emphasis is on cultural implications with some attention to population research techniques. Prereq: six hours of sociology or consent of instructor.

426 Sociology of Deviant Behavior (3) An examination of various concepts of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. The course emphasizes the relationship of such behavior to social structure and social processes. Prereq: six hours of sociology or consent of instructor.

431 Gender and Society (3) An exploration of gender patterns. The course focuses on gender differences. It analyzes the causes and the

consequences of these differences for social life, including the various social inequalities between males and females that have become institutionalized in American society. Prereq: six hours of sociology or consent of instructor. F, Sp

441 Social Movements (3) Consideration of social movements as attempts to establish a new order of life. Analyzes states of development from inception to the achievement of full institutionalization. Specific social movements are examined such as the labor movement, the women's movement, and racial, religious, and political movements. Prereq: six hours of sociology or consent of instructor.

461 Sociological Issues in Education (3) An examination of current problems and controversies in American education from preschool to college, particularly issues involving quality and equality. The course explores the reciprocal influence between educational institutions and other institutions in American society.

463 Wealth and Poverty (3) An examination of social stratification in U.S. society with comparisons to other countries. The course explores different indicators of inequality, the social class system, theories of inequality, poverty, social mobility, and legitimation of inequality. It also explores racial and gender stratification. Prereq: six hours of sociology or consent of instructor.

489 Independent Study (1-3) An extensive examination of the main sociological ideas on a specific topic. The major paper is a product of critical reading or advanced research. The course may be taken up to six hours. Prereq: nine hours in sociology and consent of instructor. F, Sp

499 Internship in Sociology (3) An opportunity for a job-related experience in the area of sociology. Students will be placed in an agency that reflects their future occupational interests. The course may be taken up to six hours. Prereq: nine hours in sociology and consent of instructor. F, Sp

CRIMINAL JUSTICE STUDIES

Students interested in criminal justice studies (CJS) may elect a major or minor as part of the liberal arts program leading to the Bachelor of Arts or Bachelor of Science degree. The Bachelor of Arts degree requires 12 hours of non-English modern or classical language.

Criminal Justice Studies is a multi-disciplinary major with contributions from the fields of sociology, political science, and anthropology. Students will learn the basic four areas of the discipline, policing, law, corrections, and criminology in the introductory courses, and then will be able to specialize in their area of choice through upper division electives.

Several of the required and elective courses in the criminal justice studies major are listed under their respective disciplines such as sociology and political science. There are 27 hours of sociology designated criminal justice courses that can count toward both the criminal justice studies degree and the sociology major.

Criminal Justice Studies requires students to complete the pre-criminal justice requirements before being accepted as criminal justice studies majors. Students also must maintain a cumulative GPA of 2.50.

Criminal Justice Studies Major

33 credit hours in pre-CJS program, 21 hours of University Core

ENG 101		3
CMST 101 or 107		3
MATH 108 (or higher)		3 or 4
PHIL 201 or 312		3
SOC 121		3
POLS 102		3
ANTH111, 251 or 255 or CMST 317		3

12 hours in CJS required courses

CRIM 234	Introductions to Corrections	3
CRIM 244	Police & Society	3
SOC 225	Criminology	3
POLS 208	Law, Courts, and Justice	3

Student must have a Cumulative GPA of 2.5 and a grade of C or better in each UCC required core and a C+ or better in each Pre-CJS required course to apply to CJS program.

27 credit hours in CJS program:

CRIM 371	Criminological Theory	3
CRIM 475	Analyzing CJ Issues with GIS	3
SOC 391		
and SOC 392	Introduction to Social Research & Statistics for Social Research	6

OR

POLS 331		
and POLS 332	Political Inquiry I & Political Inquiry II	6

One diversity course:

CRIM 331	Gender & Crime	3
CRIM370	Race and Crime	3
CRIM370	Urban Crime	3
CRIM403	Violence Against Women	3
SOC 421	Race & Ethnicity	3
SOC 431	Gender & Society	3
SOC 463	Wealth & Poverty	3

CJS Electives (Select four courses, three of which must be 300/400-level)

Policing:

CRIM 411	Criminal Enforcement Strategies: Evidentiary Problems	3
CRIM 412	Criminal Enforcement Strategies: Discretion	3
CRIM 370	Seminar-Policing Topic	3

Law:

CRIM 302	Criminal Law	3
CRIM 370	Seminar-Law/Courts Topic	3
POLS 405	Constitutional Law	3
POLS 406	Constitutional Rights	3
POLS 407	The Legislative Process	3

Criminology:

CRIM 312	Organized Crime	3
SOC 335	Juvenile Delinquency	3
CRIM403	Violence Against Women	3
SOC 426	Sociology of Deviant Behavior	3
SOC 370	Hate Groups & Hate Crimes	3

Corrections:		
CRIM 311	Convict Criminology	3
CRIM 401	Probation & Parole	3
CRIM 370	Seminar-Corrections Topic	3

General CJS & Cognates:		
CRIM 200	Special Topics	3
CRIM 301	Criminal Justice Administration	3
CRIM 331	Gender & Crime	3
CRIM 370	Seminar in CJS	3
CRIM 489	Independent Study in CJS	3
SOC 370	Social Const. of Drugs	3
SOC 370	Social Networks	3
ANTH 211	Introduction to Forensic Anthropology	3

Internships:		
CRIM 499	Internship in CJS	3
POLS 496	Legal Internship	3

Criminal Justice Studies Minor

18 credit hours

Required courses

6 hours Select two of the following:

CRIM 234	Introductions to Corrections	3
CRIM 244	Police & Society	3
SOC 225	Criminology	3
POLS 208	Law, Courts and Justice	3

Electives

12 hour-9 hours at 300/400level Select 4 of the following:

CRIM 200	Special Topics in Criminal Justice	3
POLS 208	Law, Courts and Justice	3
ANTH 211	Introduction to Forensic Anthropology	3
CRIM 234	Introductions to Corrections	3
CRIM 244	Police & Society	3
CRIM 301	Criminal Justice Administration	3
CRIM 302	Criminal Law	3
CRIM 311	Convict Criminology	3
CRIM 312	Organized Crime	3
CRIM 331	Gender & Crime	3
SOC 335	Juvenile Delinquency	3
SOC 370	Seminar: Hate Groups and Hate Crimes	3
SOC 370	Social Const. of Drugs	3
SOC 370	Social Networks	3
CRIM 370	Criminal Justice Seminar	3
CRIM 371	Criminological Theory	3
CRIM 401	Probation & Parole	3
CRIM 403	Violence Against Women	3
POLS 405	Constitutional Law	3
POLS 406	Constitutional Rights	3
POLS 407	The Legislative Process	3
CRIM 411	Criminal Enforcement Strategies: Evidentiary Problems	3
CRIM 412	Criminal Enforcement Strategies: Discretion	3
SOC 426	Sociology of Deviant Behavior	3
CRIM 489	Independent Study	3

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Criminal Justice Studies (CRIM Prefix)

200 Special Topics in Criminal Justice (3) This course allows for the study of selected topics of current interest and importance in criminal justice. These topics will vary in accordance with the interests of students and faculty. Students may repeat the course without limit, as the topic changes. Prereq: two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

234 Introduction to Corrections (3) This course will examine the historical, philosophical, and theoretical foundations of the correction systems and organizations. Topics include but are not limited to sentencing options, treatment of prisoners, prisoner subcultures, prison, life, rehabilitative programming for prisoners, prisoner healthcare, prisoners' rights, community-based corrections, prisoner release and re-entry, and the nature of working in and managing prisons. Prereq: ENG 101 and CMST 101 or 107.

244 Police & Society (3) This course explores how the various law enforcement agencies interact with society. The main topics include the history of law enforcement in the U.S. and other countries, and current issues and controversies in policing. Prereq: ENG 101 and CMST 101 or 107.

301 Criminal Justice Administration (3) Analysis of the public institutions which determine policy and practice in the administration of the criminal justice system. This will include the legislature, the police, the courts, and correctional systems. Prereq: two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

302 Criminal Law (3) History and development of criminal law as a system of social control; the relationship among criminal laws; and the workings of courts and correctional systems. Prereq: two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225. F

311 Convict Criminology (3) This course introduces the "Convict Criminology Perspective" as a means to educate students, prisoners, and general public. Convict Criminology is a new way of thinking about crime and corrections. Convict criminology is a developing field in critical criminology that "... consists primarily of essays and empirical research conducted and written by convicts or ex-convicts, on their way to completing or already in possession of a Ph.D. or by enlightened academics who critique existing literature, policies, and practices, thus contributing to a new perspective on criminology, criminal justice, corrections, and community corrections" (Ross and Richards, 2003, p. 6) Students will complete required readings, and develop critical thinking and problem-solving skills through interaction with the professor and other students in the classroom. This course provides students with opportunities to discuss course topics and material both in class and through email. Prereq: two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

312 Organized Crime (3) The purpose of this courses it to highlight 1) the social perception, nature, and extent of organized crime; 2) theoretical explanations of organized crime; 3) the business of organized crime; 4) measures being taken to combat organized crime in the U.S. and around the world; 5) differing world perspectives on organized crime. Prereq: two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

331 Gender and Crime (3) The focus of this course is on women's experiences as victims of crime, perpetrators of crime, prisoners, and as employees and practitioners working with and within the criminal justice system. It includes a discussion of the feminist criminological perspective as it applies to these aforementioned experiences. Prereq: two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

370 Seminar in Criminal Justice (3) An intensive, small-group discussion of recent, provocative books on topics of current interest to criminal justice professionals and criminologists. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the reading list changes. Prereq: two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

371 Criminological Theory (3) This course is a survey of the historical and contemporary theoretical explanations that relate to crime, offenders, victims, and the criminal justice system. The major emphases of the course will be the evaluation, assessment, and critical analysis of criminological theory in general and the use of such theories in criminal justice policies. Prereq: SOC 225 and 6 hours of Criminal Justice Studies.

401 Probation and Parole (3) The processes of probation and parole in the United States in terms of its historical development, philosophy, and standards; attention is focused on the utilization of parole and probation as tools of social control with special emphasis on the implications of the philosophical impact of probation and parole on field practices. Prereq: two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

403 Violence Against Women (3) This course will provide an overview of violence directed toward women. Crimes such as intimate partner violence/battering, stalking, rape, human trafficking, sexual assault, and sexual harassment will be analyzed within a broader social context. Prereq: junior standing.

411 Criminal Enforcement Strategies: Evidentiary Problems (3) This course is an examination of the common law and federal rules of evidence. Topics include but are not limited to the law of searches and seizures, the exclusionary rule, confessions, types of evidence, chain of custody, examination of witnesses, hearsay, and testimony. Prereq: two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

412 Criminal Enforcement Strategies: Discretion (3) This course is an in-depth examination of police discretion and the application of coercive power. It includes analyses of the exercise and impact of police discretion on society and the impact that police discretion has on individual police officers, police departments, and societal support for law enforcement. Prereq: two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

475 Analyzing CJ Issues with GIS (3) The purpose of this course is to introduce students to the use and application of geographic information systems in crime analysis. Students will be introduced to 1) the underlying theory of GIS application; 2) a conceptual understanding of how to use GIS in crime analysis; 3) a variety of analytical methodological designs that can be used with GIS software; and 4) how to apply a GIS-supported design to answer a research question of their choosing. Prereq: SOC 391 and 392 or POLS 331 and 331; senior status.

489 Independent Study in Criminal Justice (3) An extensive examination of the main criminal justice/criminology ideas on a specific topic. The major paper is a product of critical reading or advanced research. The course may be repeated for up to six credit hours. Prereq: nine hours sociology/criminal justice and consent of instructor.

499 Internship in Criminal Justice (3) An opportunity for work experience in the area of criminal justice. For students interested in graduate school, the internship will involve field research. The course may be repeated for up to six credit hours with different placements. Prereq: nine hours sociology/criminal justice and consent of instructor.

ANTHROPOLOGY

A minor is available in the field of anthropology. The minor consists of 18 credit hours. Coursework is directed toward either cultural anthropology or archaeology. Six hours of anthropology may be applied to a sociology major and three hours to a minor. Six hours must be at the 300–400 level.

Anthropology Minor

18 credit hours

Required courses (9-12 Hours)

Select 2 of the following:

ANTH 111	Introduction to World Cultures	3
ANTH 121	Introduction to Archaeology	3
ANTH 131	Introduction to Physical Anthropology	3

Select 1 of the following:

ANTH 333	Cultural Anthropology	3
ANTH 397	Archaeological Field School	6

Electives (6-9 Hours)

ANTH 111	Introduction to World Cultures	3
ANTH 121	Introduction to Archaeology	3
ANTH 131	Introduction to Physical Anthropology	3
ANTH 200	Special Topics in Anthropology 3	
ANTH 211	Introduction of Forensic Anthropology 3	
ANTH 251	Peoples of Latin America	3
ANTH255	Cultures of Asia	3
ANTH 262	Archaeology of North America	3
ANTH305	Indians of North America	3
ANTH333	Cultural Anthropology	3
ANTH353	Human Origins	3
ANTH370	Anthropology Seminar	3
ANTH397	Archaeological Field School	6
ANTH399	Advanced Archaeological School	6
ANTH489	Independent Study in Anthropology	3
ANTH499	Internship in Anthropology	3
ENG313	Introduction to Linguistics	3

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Anthropology (ANTH prefix)

111 World Culture (3) This is an introductory-level course to one of the three major subdisciplines in anthropology, cultural anthropology. The course will be devoted to the global, cross-cultural study of all aspects of human culture. Topics covered include technology, political economy, social organization, kinship, gender, religion, war, ethnicity, and cultural change in the modern world.

121 Introduction to Archaeology (3) An introduction to archaeological theories, concepts, and methods, and their application in the reconstruction of both prehistoric and historic cultures. This course includes laboratory sessions during class periods and a weekend field project

131 Introduction to Physical Anthropology (3) This course examines fundamental aspects of a physical nature of humans and human variability. It selectively reviews the long record of human biological adaptations that have existed from the appearance of the earliest

Hominids up to the development of anatomically modern forms. Topics include principles of evolution, human variation and adaptability, non-human primate behavior, non-human osteology (study of skeleton), and the human fossil record.

200 Special Topics in Anthropology (3) A study of selected topics of current interest and importance in anthropology. These topics will vary in accordance with the interests of the students and faculty. Students may repeat the course without limit as the topic changes.

211 Introduction to Forensic Anthropology (3) This course examines the fields of forensic anthropology and human osteology. It places emphasis on field recovery techniques, management of the death scene, estimation of time since death, and cause and manner of death. In addition, students will learn human osteology and its application to human identification. Prereq: BIOL 105 or 133 or 141, or permission of instructor.

251 Peoples of Latin America (3) An introduction to the ethnology and ethnography of modern Latin America with emphases on the Native-American peoples of the Andean highlands, southern Mexico, and Guatemala, and the lowland rainforests; African-American peoples of the Caribbean Islands, the Guianas, and Brazil; the Brazilians, and Luso-Brazilian culture; and the Spanish-speaking peoples and Hispanic culture in Cuba, Mexico, and urban Peru. Global issues are addressed including the drug trade and rainforest deforestation.

255 The Cultures of Asia (3) An introduction to the societies and cultures of Asia: China; Japan; Southeast Asia with emphases on Malaysia, Indonesia, and Vietnam; and Central Asia with special attention to Mongolia, Tibet, and the Turkic-speaking peoples of western China and Kazakhstan.

262 Archaeology of North America (3) Designed to introduce students to the cultural history of North America before European conquest, focusing on the processes of social and cultural evolution. ANTH 261 recommended.

305 Indians of North America (3) The ethnography of Native American cultures through a detailed study of representative tribal units by cultural areas. The course includes an examination of historic Native American cultures from first contact with Europeans to the role of North American Indian populations as an important ethnic group in modern American life. Prereq: ANTH 262 or consent of instructor.

353 Human Origins (3) An examination of the biological bases of human society and culture. This course surveys human evolution from pre-human ancestors to the appearance of Homo sapiens.

370 Seminar in Anthropology (3) An intensive, small-group discussion of recent, provocative books on topics of current interest to anthropologists. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the reading list changes. Prereq: consent of instructor.

397 Archaeological Field School (6) This course is designed to give students experience in archaeological field methods through participation in a site excavation. Students learn basic excavation techniques, mapping, and artifact identification. Prereq: ANTH 101 and permission of instructor. Su

489 Independent Study in Anthropology (3) An extensive examination of the main anthropological ideas on a specific topic. The major paper is a product of critical reading or advanced research. The course may be taken up to six hours. Prereq: nine hours sociology/anthropology and consent of instructor.

499 Internship in Anthropology (3) An opportunity for work experience in the area of anthropology. For students interested in graduate school, the internship will involve field research. The course may be taken for up to six credit hours with different placements. Prereq: nine hours in anthropology/sociology and consent of instructor.

SOCIAL SCIENCE ASSOCIATE DEGREE

65 credit hours

The associate degree program in social sciences is designed for students who anticipate the need for only two years of college education. Basically it reflects the training received in the first two years of a regular four-year program, and a student may, if he or she desires, continue on to a baccalaureate degree. At the same time, a student with an associate degree will have the satisfaction of having recognition for his or her efforts, and will be able to produce a tangible certification for prospective employers.

Required University Core Curriculum courses

35 hours

ENG 101	3
ENG 201	3
CMST 101	3
Health/Fitness	1
MATH 108 or MATH 111	4
Western Culture	3
History	3
Ethics or Arts	3
Science	3
Individual Development/ Social Behavior (different from primary area)	6
Global Communities	3

Required social science courses

18 hours

18 hours in a single area of concentration selected from psychology, sociology, economics, political science, United States history, or world history.

Elective courses

12 hours

COLLEGE OF NURSING AND HEALTH PROFESSIONS

health.usi.edu

Nadine A. Coudret, M.S.N., Ed.D., Dean

Susan G. Ahmad, M.S., O.T.R./L., Program Director,
Occupational Therapy Assistant

Deborah Carl Wolf, R.D.H., M.Ed., Assistant Dean for Health
Professions, Program Director, Dental Hygiene

Mary C. Ehlman, B.A., M.S.W., M.B.A., Ph.D., Director,
Center for Healthy Aging and Wellness

Claudine Fairchild, R.T.(R) (M), RDMS, M.S., Program
Director, Diagnostic Medical Sonography

Kimberly Hite, C.D.A., E.F.D.A., R.D.H., B.S., Program
Director, Dental Assisting

Robert Hooper, R.R.T., M.A., Program Director, Respiratory
Therapy

Jeri Burger, PhD, RN, Program Director, Undergraduate Nursing

Julie McCullough, Ph.D., R.D., Program Director, Food and
Nutrition

Martin Reed, R.T.(R), Ph.D., Program Director, Radiologic and
Imaging Sciences

Mayola Rowser, B.S.N., M.S.N., D.N.P., Ph.D., Program
Director, Master of Science Nursing

Kevin Valadares, Ph.D., Program Director, Health Services and
Health Administration

Ann White, M.S.N., M.B.A., Ph.D., Associate Dean for
Nursing, Program Director, Doctor of Nursing Practice

Barbara Williams, Dr OT, OTR, Program Director,
Occupational Therapy

The College of Nursing and Health Professions promotes excellence in its academic programs, faculty, and students and demonstrates leadership in healthcare education, research, practice, and community service. The College of Nursing and Health Professions prepares students for personally satisfying, successful, and financially rewarding healthcare careers.

The College of Nursing and Health Professions offers the following health professions certificate and degree programs:

CERTIFICATE AND DEGREE PROGRAMS

Dental Assisting Certificate

- Associate degree

Dental Hygiene

- Bachelor's degree for entry-level students
- Bachelor's degree for dental hygienist with an associate degree

Gerontology Center for Healthy Aging and Wellness

The Center for Healthy Aging and Wellness advances the understanding of aging and promotes the well-being of older adults through interdisciplinary education, research, and engaged partnerships. The interdisciplinary center involves faculty from all colleges and is housed within the College of Nursing and Health Professions. Additional information can be obtained through the college web site: health.usi.edu.

Health Services and Health Administration

- Bachelor's degree for entry level students
- Bachelor's degree for students with an associate degree in health related degree field
- Master's degree – See Graduate Studies

Nursing

- Bachelor's degree in nursing
- RN-BSN
- RN-MSN
- Master's degree in nursing – See Graduate Studies
 - Acute Care Nurse Practitioner
 - Family Nurse Practitioner
 - Nursing Education
 - Nursing Management and Leadership
 - Post Masters Certificate in Nursing Education
 - Post Masters Certificate in Nursing Education for Internationally Educated Nurses
 - Post Masters Certificate in Nursing Management and Leadership
- Doctor of Nursing Practice (DNP) – See Graduate Studies

Food and Nutrition

- Bachelor's degree with specialties in:
 - Dietetics
 - Food Service Management
 - Nutrition and Wellness

Occupational Therapy

- Combined bachelor's degree and master's degree
- Master's degree for BS prepared occupational therapists

Occupational Therapy Assistant

- Associate degree

Radiologic and Imaging Sciences

- Bachelor of Science in Radiologic and Imaging Sciences:
Track 1: Radiologic Technology

- Bachelor of Science in Radiologic and Imaging Sciences:
Track 2: Diagnostic Medical Sonography
 - Option I: General Sonography + Vascular Specialty
 - Option II: General Sonography + Echocardiography Specialty
- Bachelor of Science in Radiologic and Imaging Sciences:
Track 3: Registered Allied Health
 - Associate degree prepared radiologic technologist
 - Specialty Track
 - Clinical Education
 - Management
 - Magnetic Resonance and Computed Tomography

Respiratory Therapy

- Associate degree

THE COLLEGE OF NURSING AND HEALTH PROFESSIONS OFFERS THE FOLLOWING MINORS:

- Gerontology
- Health Administration
- Health Promotion and Worksite Wellness
- Nutrition
- Public Health

The college offers a wide array of campus, independent study, and online health professions continuing education and specialized certificate programs. A complete listing and schedule of offerings can be viewed on the college web site health.usi.edu.

Accrediting organizations representing the profession and/or appropriate state governmental agencies are identified with program information. Program graduates consistently excel on state and national licensing/register exams and are heavily recruited by healthcare employers.

Faculty are academically prepared, experienced practitioners who are licensed, registered, and/or certified members of the professions in which they teach. The college provides a caring atmosphere in which students, faculty, and community healthcare professionals work together to optimize personal and professional development. The college provides educational experiences which prepare students to become competent practitioners and to successfully achieve licensure, registration, or certification in their fields.

CLINICAL STIMULATION CENTER, DENTAL CLINIC AND CLINICAL AFFILIATES

The clinical simulation center located in the Day Learning Center provides students with diverse challenging learning activities. Computerized simulated learning activities prepare students for critical thinking and therapeutic intervention in their clinical practices. A state-of-the-art dental clinic and telehealth clinic provide high-quality learning activities for students.

A wide variety of clinical facilities are utilized in the educational programs of the college. These facilities include Deaconess Health System and related facilities, St. Mary's Medical Center and facilities, Evansville State Hospital, Evansville-Vanderburgh School Corporation, Evansville-Vanderburgh County Public Health Department, Evansville Association for Retarded Citizens, Visiting Nurse Association of Southwestern Indiana, Rehabilitation Center, Planned Parenthood, Southwestern Indiana Adult Mental Health Center, Southwestern Indiana Regional Council on Aging, senior citizens centers, dental offices, physicians' offices, day care centers, nursing homes, area extended care facilities. A complete listing of clinical affiliates is located in the college office.

ADMISSION AND PROGRESSION REQUIREMENTS

Students seeking admission to a clinical program in the College of Nursing and Health Professions must apply for admission to the University and submit a separate application to the program of their choice. To ensure the highest quality of student learning experiences, admission is competitive and limited. Students meeting academic requirements must be in good health; eligible for licensure, certification, or registration; and capable of meeting clinical practice requirements. Acceptance into a clinical program is contingent upon a negative drug screen and criminal record check. A felony may affect a graduate's eligibility to sit for professional licensure/certification/registration. Additional information about the admission process and timeline is listed on each program's web pages.

Minimum grade requirements for major and other selected courses are identified in student handbooks.

Additional information regarding admission criteria and progression requirements is listed in the individual program descriptions that follow and in program student handbooks. Program student handbooks are available online.

FINANCIAL ASSISTANCE

A number of scholarships are designated specifically for students in the College of Nursing and Health Professions. These scholarships are in addition to the scholarships and other financial assistance that are available for all USI students.

ADVISING

Each student is assigned an academic advisor and is expected to confer with the advisor prior to course registration. Meeting degree requirements is each student's responsibility. The College of Nursing and Health Professions major and minor program requirements are revised periodically. The revised requirements are announced to students enrolled in major courses or minor required courses and are published on the College of Nursing and Health Professions web pages.

APPLICATION FOR DEGREE AND DIPLOMA FORM

A degree application and diploma form must be filed by students completing course requirements one semester prior to the semester in which the program will be completed. This application may be obtained from the College of Nursing and Health Professions office or online and should be returned to the student's academic advisor for review and approval.

NURSING

Nursing as an art and science is based on scientific, aesthetic, and ethical knowledge. The professional nurse diagnoses and treats human responses to illness, helps restore wellness, promotes health, and brings comfort to the dying patient. Caring, commitment, critical thinking, and practice competence are characteristics of the USI nurse.

Graduates of the USI nursing program are employed in hospitals, long-term care facilities, schools, clinics, research facilities, and numerous other community settings. Clinical specialty areas include medical, surgical, maternal-child, and psychiatric nursing. Additional education and experience provide career opportunities in teaching, research, management, and independent practice.

The undergraduate nursing program is designed to prepare the professional nurse as a generalist to plan, implement, and evaluate healthcare for individuals, families, and groups in institutional and community settings.

Completion of the undergraduate program provides the foundation for professional practice and graduate study in nursing. Students completing and meeting the requirements for graduation from the nursing program will be eligible to sit for the registered nurse licensure exam.

In addition to classroom instruction and simulated learning activities, clinical learning occurs in local hospitals, nursing homes, home health agencies, clinics, and a number of other agencies. Students gain experience with patients in medical, surgical, psychiatric, maternity, pediatric, gerontology, oncology, operating room, critical care, emergency room, post-anesthesia, and community settings. Clinical practice prepares students for employment in these areas following graduation.

The nursing program is accredited by the Indiana State Board of Nursing and by the Commission on Collegiate Nursing Education, One Dupont Circle, Suite 530, Washington D. C. 20036, 202/887-6791.

Admission Requirements

Admission to the USI baccalaureate nursing program requires admission to the University and a separate application to the nursing program. Admission is competitive and limited by the availability of instructional resources and clinical learning sites.

Students must have a minimum grade of C or better in BIOL 121, BIOL 122, BIOL 272, CHEM 141, NUTR 376, ENG 101, ENG 201, CMST 101 or CMST 107, PSY 201, and SOC 121 (or

C-2 category course) to be admitted/enrolled in nursing program courses. Students earning less than a C grade in two sciences and/or nutrition courses will not be eligible to be admitted or enrolled in nursing courses.

All students selected for admission to the nursing program also must meet clinical agency requirements, present evidence of satisfactory health status, be eligible for RN licensure, and capable of fulfilling clinical practice requirements. Admission to the nursing program is based on academic qualifications and is contingent upon a satisfactory criminal record check and drug screening. The number of students admitted to the nursing program is limited by the availability of instructional resources and clinical learning sites.

Non-native speakers of English must provide an official report confirming a TOEFL score of 525 (paper test) or 71 (Internet based), or APIEL score of 3, or IELTS score of 6.

Early admission, standard admission, and second degree admission are available for prospective nursing students.

Early Admission

Early admission to the undergraduate nursing program may occur prior to entrance to the University for high school students with outstanding high school achievement and high SAT/ACT scores. Maintenance of an early admission status is contingent on meeting the requirements listed.

To qualify for early admission, students must have both a high school GPA of 3.5 or above on a 4.0 scale and standardized exam score which is a combined math and reading SAT of 1200 with at least 550 in each area, or an ACT of 26.

Standard Admission

A review of the admission application occurs after completion of 33 hours of required courses (see the course sequence for the specific courses which are considered). Students admitted to the nursing program begin coursework in the following spring semester.

To be considered for admission to the nursing program, students must have completed the 33 college credit hours identified for the first-year courses (or their equivalent) in the nursing curriculum. Admission to the program is competitive and the selection of applicants is based upon the following criteria: GPA in required courses and recommended standardized exam score which is a combined reading and math SAT of 1000 with at least 450 in each area or an ACT of 21. For students who have been out of high school three years or more, a pre-admission standardized nursing exam may be substituted for the SAT or ACT.

In the event that applicants have equivalent qualifications, the written essay and participation in community activities will be considered.

Second Degree Admission

The second degree option is offered to potential students who have already completed a baccalaureate in another field. Admission to the BSN program as a second degree student is competitive and the selection of applicants is based on the following criteria: GPA in required courses and standardized exam score.

USI Baccalaureate Nursing Program Curriculum

First Year (35 credit hours)

	Credits
Fall Semester	
ENG 101	3
BIOL 121	4
CMST 101/107	3
Math	4
History	3
TOTAL HOURS	17

	Credits
Spring Semester	
ENG 201	3
BIOL 122	4
PSY 201	3
Chem 141	4
Arts	3
Ped	1
TOTAL HOURS	18

Second Year (34 credit hours)

	Credits
Fall Semester	
NUTR 376	3
BIOL 272	3
HP 115	2
Global Com	3
Humanities	3
Social Behavior	3
TOTAL HOURS	17

		Credits
Spring Semester		
N246	Intro to Prof Nrsg	5
N247	Health Assessment	3
HP 302		3
HA 356		3
Humanities		3
TOTAL HOURS		17

Third Year (31 credit hours)

		Credits
Fall Semester		
N353	Nursing Research	3
N356	Pharmacology	2
N357	Intro to Pt Care	3
N358	Adult Health I	7
TOTAL HOURS		15

		Credits
Spring Semester		
N361	Elders and Families	4
N363	Mental Health Nrsg	4
N364	Children and Families	4
N368	Adult Health II	4
TOTAL HOURS		16

Fourth Year (30 credit hours)

		Credits
Fall Semester		
N456	Women and Families	4
N455	Community Health	4
N468	Adult Health III	8
TOTAL HOURS		16

		Credits
Spring Semester		
N488	Management in the Care of Adults	7
N498	Internship	4
N467	Professional Issues	3
TOTAL HOURS		14

All nursing courses with the exception of NURS 353, NURS 356, and NURS 467 include either seminar hours (2 seminar hours = 1 credit hour) or skills lab/clinical experiences (3 clinical hours = 1 credit hour).

RN-BSN PROGRAM

Registered nurses with an associate degree or diploma may apply for admission to the program and earn a bachelor's degree in nursing by completing the required University Core Curriculum and nursing courses. The nursing courses required for the RN-BSN completion option are provided through a combination of technologies, including Internet delivery, video streaming, pod casting, and email. The flexibility of the RN-BSN option gives nurses the opportunity to complete the course requirements in their own home and on their own schedule with minimal costs.

The curriculum is built upon a foundation of biological, physical, and social sciences with acknowledgement of previously learned content. No further testing of prior knowledge is required if a nurse holds a valid unencumbered RN license in the current state of employment. Additional information about the RN-BSN program is available at health.usi.edu.

University Admission

The requirements for admission to the RN-BSN program include:

- University admission;
- Completion of the University application; and
- documentation of completed degrees.

RN-BSN Program Admission

Completion of an associate degree or diploma program in nursing with a cumulative grade point average of 2.7 on a 4.0 scale in previous academic work; unencumbered RN license (action or pending action against license); completion of the USI nursing program application; submission of official transcripts from all colleges and universities attended; employed by or have access to a healthcare work environment to complete course projects; two years of recent RN experience prior to application to the University preferred. Non-native speakers of English must provide an official report confirming a TOEFL score of 525 (paper test) or 71 (Internet based), or APIEL score of 3, or IELTS score of 6.

RN-BSN Curriculum

A maximum of 64 credit hours may be transferred from community colleges (36 hours of nursing and 28 hours of non-nursing courses). Credit hours remaining include 31 hours of University Core Courses and 33 hours of nursing courses.

Required Nursing Courses (33 credit hours)

N451 (Transitions)	3
N247 (Assessment)*	3
N353 (Research)	3
N455 (Community)*	4
N488 (Management)*	7
N467 (Issues)	3
N492 (Clinical Synthesis)*	4
Nursing/HP Electives.	6

* Course requirements may be met through a validation process.

RN-MSN PROGRAM

The RN-MSN program is designed for associate degree or diploma-prepared registered nurses interested in graduate nursing education and preparation for an advanced nursing practice role. The program builds on the student's prior learning and requires three years of practice experience. Students in consultation with a faculty advisor develop a plan of study that is based on prior learning and the student's selected graduate study major.

The program of study includes the completion of required undergraduate courses, including all non-nursing courses, an advanced practice nursing role transition course (NURS 451), and selected fourth-year clinical nursing courses. Students, after successful completion of the required undergraduate courses, are provisionally admitted to the graduate nursing program. After successful completion of 12 hours of graduate course credits, credit for the validated undergraduate courses is posted and students are awarded a Bachelor of Science in Nursing degree. Students, at this point in their program of study, are granted full admission into the graduate program. After successful completion of the remaining required graduate nursing courses, students are awarded the Master of Science in Nursing degree. Additional information about the RN-MSN program is available at health.usi.edu.

Admission Requirements

- completion of an associate degree or diploma from an accredited program in nursing;
 - three years of current clinical experience as a registered nurse;
 - unencumbered RN license (no action or pending action against license);
 - completion of a USI Graduate Nursing Program application;
 - cumulative grade point average of 3.0 on a 4.0 scale in previous academic work; and
 - completion of a USI undergraduate admission application.
- Non-native speakers of English must provide an official report confirming a TOEFL score of 525 (paper test) or 71 (Internet based), or APIEL score of 3, or an IELTS score of 6.

After completion of the undergraduate portion of the program, to be considered for admission to the graduate level courses of the RN-MSN program, the applicant must have received a grade of B or above in all upper level USI nursing courses and submit to the Office of Graduate Studies:

- a completed USI Graduate Application Form;
- a \$25 non-refundable graduate application fee made payable to USI; and
- one official transcript from each undergraduate and graduate institution attended other than USI. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.

RN-MSN Curriculum

A maximum of 64 credit hours may be transferred from community colleges (36 hours of nursing and 28 hours of non-nursing courses). Credit hours remaining include 31 hours of University Core Courses and 33 hours of nursing courses.

Nursing Courses (23 credit hours)

N451 (Transitions)	3
N353 (Research)	3
N247 (Assessment)*	3
N455 (Community)*	4
N488 (Management)*	7
Nursing/HP course elective	3

* Course requirements may be met through a validation process.

Departmental exam credit is awarded for 10 credit hours upon completion of 12 graduate level nursing courses

N467 (Issues)	3
N492 (Clinical Synthesis)	4
Nursing/HP course elective	3

Course Descriptions

246 Introduction to Professional Nursing (5) This course introduces students to essential characteristics of professional nursing practice in today's healthcare system and the interconnected global community. Concepts to be explored include the history and theoretical basis of the nursing profession, the profession as part of a wider healthcare community and delivery system, professional communication, self-understanding and self-care as means to promote health and wellness of self and others. An introduction to the responsibility of self-directed, life-long learning and evidence-based practice is included. An emphasis will be placed on the complexity and holism of culturally sensitive nursing care in relation to the diversity of patients. Prereq: 50 hours of required non-nursing courses including all science courses. Sp

247 Health Assessment (3) This course focuses on beginning skill development in the psychosocial and physical assessment of the health status of individuals across the lifespan. Emphasis is on the collection of subjective and objective data, physical examinations and documentation. The importance of culturally sensitive care and evidence-based practice are integrated into all aspects of patient assessment. Prereq: 50 hours of required non-nursing courses including all science courses. Sp

353 Nursing Research (3) This course focuses on preparation of the student as a consumer of research. As consumers of research, students learn quantitative and qualitative research methodologies and perform critical review of the research process. Steps of the research process are included with emphasis on critique of published nursing research and research accessed via the Internet. Prereq: NURS 357. F, Sp, Su

356 Pharmacology for Nurses (2) This course provides the student with an introduction to pharmacotherapeutics, safe administration of medications, and medications related to the care of patients with specific disorders. Pharmacokinetic, pharmacodynamics, pharmacogenetics, principles of medication administration, medication terminology, systems of measurement and conversion, and medication calculations are discussed. Drug classifications, actions, side effects, adverse effects, and nursing implications of medication administration are presented. Use of the nursing process to safely administer medications and develop patient education plans is also emphasized. Prereq: NURS 357. F

357 Introduction to Patient Care (3) This course explores concepts essential to nursing practice with a focus on nursing interventions. An emphasis is placed on the development of knowledge, competence, communication, and caring with the nurse's professional role. Through class and clinical laboratory experiences, students learn to apply principles of safe and effective nursing care. Prereq: NURS 246 and NURS 247. F

358 Nursing Care of Adults I (7) This course focuses on the application of the nursing process and further develops cognitive, affective, and psychomotor skills necessary to provide nursing care for adults within a legal, ethical, and culturally sensitive framework. Students will integrate concepts from the sciences, liberal arts and nursing theory as a basis for their nursing practice. Evidence-based practice will be the foundation for providing care to patients on the continuum of illness and wellness. Prereq: NURS 357.

361 Care of Elders and Families (4) This course focuses on the integration of theories of aging, standards of practice, cultural influences, and pertinent public policy into the assessment of and interventions for older adults. Chronicity, caregiving, and end-of-life issues are included. Emphasis will be placed on utilization of evidenced-based practice. Prereq: third year fall nursing courses. Sp

363 Mental Health Nursing (4) This course focuses on therapeutic interaction, emphasizing the communication process and the concept of professional caring. Patterns of human responses associated with mental health and mental illness are examined across the lifespan. Within this framework, human responses to mental health and illness are identified. Students practice the therapeutic use of self, and implement culturally sensitive mental health nursing interventions in multiple clinical settings while utilizing methods of evidenced-based practice. Prereq: third year fall nursing courses. Sp

364 Care of Children and Families (4) This course focuses on the care of the child and adolescent specific to developmental levels. Age-specific culturally sensitive health promotion issues and health problems through theoretical and clinical application are addressed. The course emphasizes the interrelationship of pathophysiology, clinical symptoms and complications, disease-specific assessment, risk factors, nursing process, collaborative management, and expected outcomes. Emphasis will be placed on evidenced-based practice. Prereq: third year fall nursing courses. Sp

368 Nursing Care of the Adult II (4) This course focuses on the utilization of the nursing process as a basis for providing nursing care to adult patients in acute and community-based settings. The role of the

nurse as a collaborator in the healthcare team will be emphasized. Students will apply concepts from the sciences, liberal arts, and nursing theory as a basis for their nursing practice. Students will examine culturally sensitive human responses along the continuum of illness and wellness utilizing evidenced-based practice. Prereq: third year fall nursing courses. Sp

451 Transition to Advanced Nursing Practice (3) Preparation of the associate or diploma nurse graduates with clinical experience to enter the advanced practice graduate nurse program is emphasized. The program's philosophy, conceptual framework, and objectives are discussed in relation to contemporary advanced nursing practice and education. Students explore health promotion and assessment, healthcare community and team membership, nursing theory, nursing research, and quality management systems. Prereq: permission of instructor and/or advisor required. F, Sp, Su.

455 Community Health Nursing (4) This course emphasizes population-focused, community/public health nursing practice. Diverse multicultural, social, and environmental factors that influence population health are studied. Students focus on health promotion, disease prevention, health protection, health teaching and counseling, and coordination of care as the nursing process is applied across the lifespan to patients with multidimensional health needs in a variety of community settings. Prereq: third year spring nursing courses. F

456 Nursing of Women and Families (4) This course explores reproduction, pregnancy, selected women's health issues and newborn care through theoretical and clinical application. Individual family and cultural influences are explored as they relate to nursing care of the family unit. Specialized assessment techniques are integrated through clinical practice. Delegation and prioritization of nursing care are emphasized and integrated throughout the course. Prereq: third year spring nursing courses. F

467 Professional Nursing and Healthcare Issues (3) This course examines issues related to professional nursing and healthcare from a historical, economic, legal/ethical, global, political, multidisciplinary and multicultural framework. Evidence-based strategies designed to influence organizational, institutional, and governmental decisions impacting nursing and healthcare are discussed. Topics for discussion are selected based upon current issues and trends in nursing practice, nursing education, and healthcare. Prereq: fourth year fall nursing courses. Sp, Su

468 Nursing Care of Adults III (8) This course focuses on human responses to complex, multidimensional health problems of adult patients. The student will study care of the patient across the continuum of acute illness, chronic illness, and rehabilitation. The role of the nurse as coordinator of care will be emphasized. The course examines the interrelationships of pathophysiology, clinical symptoms and complications, risk factors, nursing process, collaborative management, and expected outcomes. Prereq: third year spring nursing courses. F

470 Special Topics in Nursing (1-3) This course provides the opportunity for analysis and synthesis of concepts and research related to special topics in nursing and healthcare.

472 Home Health Nursing (3) Review concepts pertinent to general nursing practice within the home environment. Theoretical framework relevant to home care for clients using a multidisciplinary approach are examined. Prereq: permission of instructor.

474 Perioperative Nursing (3) Explores the role of the perioperative nurse focusing on intraoperative, preoperative and postanesthesia nurs-

ing care through various teaching methodologies including clinical activities with preceptor. Prereq: permission of instructor.

476 Cardiovascular Surgical Nursing (3) Advanced knowledge and research concerning the care of patients undergoing cardiac surgery is presented. The collaborative role of the nurse while participating in the care of the critically ill cardiac surgery patient is emphasized.

482 Oncology Nursing (3) Advanced knowledge of adult oncology nursing is presented. The dimensions of prevention and early detection, diagnosis, treatment, palliation, rehabilitation, and survivorship are studied with diagnostic evaluation, classification, staging, and various treatment modalities for a selected range of malignancies.

484 Healthcare Outcomes: Integrating Nursing Case Management and Disease Management (3) This course investigates the concepts of case management focusing on the policy, economic and care factors that influence positive outcomes for individuals or groups of individuals. Emphasis will be placed on the integration of nursing with case management and disease management concepts.

488 Nursing Management in the Care of Adults (7) This course involves the application and synthesis of evidence based nursing knowledge within the broader context of the professional role. Culturally sensitive care of adult patients with complex and multidimensional health problems is emphasized. Students will analyze the concept of nursing management and leadership within various healthcare scenarios and settings to discern the impact of professional nursing on patient outcomes and overall quality of care. Prereq: fourth year fall nursing courses. Sp

492 Clinical Synthesis (4) This course provides the RN-BSN student with a concentrated clinical experience designed to expand and synthesize nursing knowledge and evidence-based practice. Students will refine their clinical skills as a critical thinker possessing knowledge and communication skills to problem solve. Students will enhance their clinical skills while effectively using resources and integrating evidence-based practice to provide quality and cost-effective healthcare in varying environment. Prereq: NURS N353.F, Sp, Su

498 Internship in Professional Nursing (4) This course provides the students with a concentrated clinical experience designed to synthesize nursing knowledge and evidence-based practice. Students will refine leadership and management skills as they function as integral members of the healthcare team. Students provide and coordinate direct care for groups of patients in an approved clinical setting. Seminar discussion topics will be related to current clinical practice issues. Prereq: NURS 467 and NURS 488. Sp

DENTAL ASSISTING

The dental assistant works as a valued member of the dental health team and assists the dentist in performing professional duties in the operatory, laboratory, and business office. The student becomes competent in chairside assisting, laboratory procedures, x-ray techniques, and in the business related functions of the dental office/clinic.

The program offers a certificate in dental assisting and an associate of science degree with a major in dental assisting. The certificate program requires eight credit hours of prerequisite course work prior to the one academic year (two semesters) of the program. Approximately 1,150 hours of lecture, laboratory,

and clinical instruction are included in the dental assisting courses. A second year of study is available which enables students to earn an associate of science degree with a major in dental assisting. Students who are enrolled in the program must achieve a grade of C or better in all courses which directly pertain to their major. An overall grade point average of 2.0 or better is required for graduation from the program.

Upon successful completion of the program, the student receives a Certificate in Dental Assisting which qualifies the student to sit for the Dental Assisting National Board Certification Examination. The dental assisting program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the United States Department of Education. The address of the Commission on Dental Accreditation of the American Dental Association is 211 East Chicago Avenue, Chicago, IL 60611-2678, phone 800/621-8099.

Admission Requirements for Dental Assisting

Students seeking admission to the program must apply for admission to the University before making separate application to the dental assisting program. Dental assisting applicants must be in good health, eligible for dental assisting certification, and capable of performing clinical practice requirements.

Admission criteria

- graduation from an accredited high school college preparatory curriculum or a GED;
- completed dental assisting application accompanied by an official high school transcript or GED and official college/university transcript if applicable;
- completion of eight hours of observation in a dental office
- completion of prerequisite courses; and
- college grade point average of 2.5 or better on a 4.0 scale.

Students who do not meet these criteria may ask for admission eligibility re-evaluation following successful completion of science and other specified courses required for the dental assisting program. Students currently enrolled in an accredited college or university other than the University of Southern Indiana must submit an official transcript of grades with their application.

Application forms for the dental assisting program may be obtained from the College of Nursing and Health Professions or via the Internet by going to the dental assisting home page under admission information, health.usi.edu/acadprog/dentasst/dentasst.htm. The completed form must be submitted to the dental assisting program by March 1 of the year the student wishes to enter the program. A complete set of official high school transcripts or GED and college/university transcripts, if applicable, must be submitted to the Office of Admission as part of the admissions procedure.

Applicants are required to visit a dental office which employs a dental assistant and observe the functions and responsibilities

of a practicing dental assistant for a period of eight hours. A statement verifying this observation, signed by the dental assistant or dentist, is to be submitted along with other supporting documents by the application deadline date.

Dental Assisting Certificate Curriculum

Prerequisite Courses

ENG 101	Rhetoric & Composition I	3
CMST 101	Intro to Public Speaking	3
HP 115	Medical Terminology	2
Total Hours		8

First Semester

DTHY 308	Applied Dental Materials	3
DTHY 303	Oral Radiology	3
DTHY 314	Oral Anatomy	2
DTAS 122	Clinical Science I	5
DTAS 156	Human Systems I	3
Total Hours		16

Second Semester

DTAS 111	Oral Pathology	1
DTAS 158	Practice Management Ethics and Jurisprudence	3
DTAS 166	Human Systems II	3
DTAS 175	Preventive Dentistry	2
DTAS 181	Clinical Science II	5
DTAS 183	Clinical Science Applications	3
Total Hours		17

Elective Courses

DTAS 291	Expanded Functions Dental Assisting	3
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Descriptions for DTHY courses are found in the dental hygiene list of course descriptions.

Dental Assisting Associate of Science Degree Curriculum

The associate of science degree is available to program graduates who complete a second academic year. A minimum of 64 credit hours are required to graduate with an associate of science degree. Of the 64 credit hours required to graduate with an associate of science degree 25 credit hours must be university core curriculum courses. At the completion of the dental assisting certificate curriculum the student will have earned 41 credit hours. Six of the 41 credits are university core curriculum * courses. Nineteen additional hours of university core curriculum and four elective hours are needed to graduate with an associate of science degree in dental assisting. The 19 core curriculum hours can be selected from the following categories:

Dental Assisting Associate of Science Degree Second Year

Rhetoric & Composition	3
Mathematics	3-4
Ethics	3
Science	8-9
Individual Develop/Social Behavior	6
History	3
The Arts	3
Western Culture	6
Global Communities	3
Elective	4

*See *USI Bulletin* for appropriate University Core Curriculum courses.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

DTAS courses have the following prereq: Admission to the dental assisting program or approval by program director of dental assisting.

111 Oral Pathology (1) This course focuses on the general pathological conditions of the oral cavity with implications for the dental assistant. Sp

122 Clinical Science I (5) This course introduces the student to chairside dental assisting procedures with an emphasis on instrument identification and care, tray set-ups, transfer of instruments, and the role of the dental assistant in operative procedures. Clinical asepsis is emphasized and microbiological theories of disease and disease transmission are integrated and applied into course content. Includes student application in extramural settings. F

156 Human Systems I (3) This course presents the structure and function of body systems, their pathologies and emergencies, along with preventions and treatments. F

158 Practice Management, Ethics, and Jurisprudence (3) This course provides comprehensive consideration of dental ethics, jurisprudence, office procedures, and techniques for seeking employment. The student is prepared to assume the role of the business assistant, including receptionist duties, correspondence, computer usage, and management of financial accounts. Sp

166 Human Systems II (3) Structure and function of the remaining body systems, their related pathologies and emergencies, along with preventions and treatments are highlighted in this class. The digestive system with special emphasis on human nutrition and diet therapy is a special content area in human systems II. Course prerequisites include medical terminology and human systems I or faculty permission. Sp

175 Preventive Dentistry (2) This course surveys dental diseases and provides practical methods of preventing their occurrence, utilizing plaque control, fluoride therapy, dietary control, pit and fissure sealants, and patient education. Sp

181 Clinical Science II (5) This clinical course prepares the student to assume the role of the dental assistant in the private office. Includes extramural clinical rotations. Sp

183 Clinical Science Applications (3) This course introduces the theories and techniques of chairside assisting in the dental specialties. Also includes the manipulation and uses of dental materials and the exposure, processing, and mounting of dental radiographs utilized in the dental specialties. Sp

291 Expanded Functions Dental Assisting (3) This course prepares the student to assume the role of the expanded functions dental assistant in a clinical setting. Restorative dental procedures utilized in dentistry are presented in this course. Significant emphasis of course content will be placed on correct utilization and placement of dental dam in addition to the application of specific types of dental materials such as amalgam and composite restorations. Sp

DENTAL HYGIENE

Dental hygiene involves the use of a process of care to assess oral health status, develop a dental hygiene diagnosis, and plan and implement preventive and therapeutic services to achieve optimum oral health. This process of care is utilized to support the oral health status of individuals in a variety of clinical settings, and groups in community education and healthcare settings.

Dental hygiene has evolved into a multifaceted profession offering opportunities in a variety of areas. Career opportunities for the licensed dental hygienist are available in dental clinics and practices, administrative and managerial healthcare, education, research, and public health. The dental hygiene program at the University of Southern Indiana provides a curriculum which includes didactic courses, laboratory and clinical experiences, and community oral health education experiences. This diversity prepares graduates to deliver oral healthcare services and education in a variety of practice settings.

The Bachelor of Science degree in dental hygiene requires two academic years of prerequisite courses and two academic years of professional education courses. Prerequisite courses may be taken at any accredited college or university. Courses completed at another university must be comparable to those offered by USI and must transfer for credit. Dental hygiene courses taken while enrolled in the University of Southern Indiana dental assisting program must be completed within three years of entering the dental hygiene program. A grade of C or better is required in all courses to be applied to the dental hygiene degree. An overall grade point average of 2.5 is required for graduation from the program.

Prerequisite courses cannot be taken on pass/fail option. All chemistry, biology, health professions, nutrition, and math prerequisite courses must be completed by the end of the spring semester in the year the student desires admission to the program. The remainder of the prerequisite courses must be completed prior to beginning the dental hygiene professional curriculum.

Students seeking admission to the dental hygiene program also must be accepted for admission to USI. Admission to the University and completion of the prerequisite courses does not guarantee admission to the dental hygiene program. Admission into the dental hygiene program is limited to 24 students each academic year. Students are accepted into the dental hygiene program based on the cumulative grade point average in the required prerequisite courses. Twenty-four students with the highest grade point average in the required prerequisite courses are offered admission into the program each year. Applicants meeting academic requirements also must present evidence of satisfactory health status, be eligible for dental hygiene licensure, and capable of fulfilling clinical practice requirements.

Application materials for the dental hygiene program are available in the College of Nursing and Health Professions office and on the program's web site. The completed application must

be submitted to the dental hygiene program by February 1 of the year the student desires admission to the program. Applications received after February 1 will be considered on a space available basis.

Admission Requirements

Admission requirements include the following:

- acceptance to the University of Southern Indiana;
- completion of the required prerequisite college courses with a grade of C or higher and a minimum cumulative grade point average of 2.8 (4.0 scale);
- submission of a dental hygiene application;
- submission of official university transcripts to the dental hygiene program (USI transcripts do not need to be submitted);
- submission of medical and immunization records;
- CPR certification for healthcare providers;
- completion of a criminal background check; and
- completion of drug testing.

Prerequisite Courses

CMST101	Introduction to Public Speaking	3
ENG 101	Rhetoric and Composition I	3
ENG 201	Rhetoric and Composition II	3
Math 111	College Algebra	4
The Arts		3
PED		1
NUTR 376	Principles and Applications in Nutrition	3
History		3
PSY 201	Introduction to Psychology	3
SOC 121	Principles of Sociology	3
CHEM 141	Principles of Chemistry	4
BIOL 121	Human Anatomy and Physiology I	4
BIOL 122	Human Anatomy and Physiology II	4
Humanities		3
Humanities		3
Global Communities		3
HA 356	Ethics and Healthcare	3
HP 115	Medical Terminology for the Health Professions	2
HP 325	Pharmacology	3
BIOL 272	Medical Microbiology	3
HP 302	Biostatistics	3
Total Hours		64

Sample Dental Hygiene Curriculum

FIRST YEAR

First Semester

CMST 101	Intro to Public Speaking	3
ENG 101	Rhetoric & Composition I	3
MATH 111	College Algebra	4
PED		1
PSY 201	Intro to Psychology	3
Total Hours		14

Second Semester

CHEM 141	Principles of Chemistry	4
ENG 201	Rhetoric & Composition II	3
Humanities I		3
SOC 121	Principles of Sociology	3
The Arts		3
Total Hours		16

SECOND YEAR**First Semester**

BIOL 121	Anatomy and Physiology I	4
HA 356	Ethics and Healthcare	3
	Global Communities	3
HP 115	Medical Terminology	2
	Humanities II	3
NUTR 376	Nutrition	3
Total Hours		18

Second Semester

BIOL 122	Anatomy and Physiology II	4
BIOL 272	Medical Microbiology	3
	History	3
HP 302	Biostatistics	3
HP 225	Pharmacology	3
Total Hours		16

THIRD YEAR**First Semester**

DTHY 303	Oral Radiology	3
DTHY 308	Applied Dental Materials	3
DTHY 314	Oral Anatomy	2
DTHY 316	Preventive Oral Health I	2
DTHY 341	Dental Hygiene Theory I	4
DTHY 342	Dental Hygiene Clinic I	3
Total Hours		17

Second Semester

DTHY 313	Anatomy of the Head and Neck	2
DTHY 315	Oral Embryology and Histology	1
DTHY 318	Preventive Oral Health II	3
DTHY 322	Periodontology	2
DTHY 351	Dental Hygiene Theory II	4
DTHY 352	Dental Hygiene Clinic II	3
Total Hours		15

FOURTH YEAR**First Semester**

DTHY 405	General and Oral Pathology	4
DTHY 411	Community Oral Health Theory	1
DTHY 422	Clinical Application of Periodontology	1
DTHY 323	Pain Management in Dentistry	2
DTHY 441	Dental Hygiene Theory III	4
DTHY 442	Dental Hygiene Clinic III	5
Total Hours		17

Second Semester

DTHY 412	Community Oral Health Practicum	2
DTHY 451	Dental Hygiene Theory IV	4
DTHY 452	Dental Hygiene Clinic IV	5
DTHY 457	Professional and Current Issues in Oral Healthcare	3
Total Hours		14

The dental hygiene program at the University of Southern Indiana is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the United States Department of Education. The address of the Commission on Dental Accreditation is American Dental Association, 211 East Chicago Ave, Chicago, IL 60611-2678, phone 800/621-8099.

Degree Completion Option for Associate Degree Dental Hygienists

A bachelor's degree in dental hygiene is available to dental hygienists who have earned an associate degree in dental hygiene. Applicants for this degree will be considered on the basis of a review of the individual's records and transcripts. A maximum of 64 credit hours can be transferred from a community college. The applicant must hold a current license to practice dental hygiene from any U. S. state, be certified in CPR for healthcare providers, submit medical and immunization records, and complete a criminal background check and drug testing.

Following are course requirements for the bachelor's degree completion option:

- completion of the University Core Curriculum;
- completion of an associate degree in dental hygiene; and
- completion of

HP 302	Biostatistics
HA 411	Healthcare Leadership
DTHY 401	Clinical Management I
DTHY 402	Clinical Management II
DTHY 457	Professional and Current Issues in Oral Healthcare

TOTAL MINIMUM CREDIT HOURS **124**

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

303 Oral Radiology (3) This course includes principles of radiation physics, exposing, processing, mounting, evaluating, and interpreting dental radiographs. Biological effects of radiation and protective principles, quality assurance protocols, and infection control are emphasized. Emerging imaging technology is addressed. Prereq: Admission into the dental hygiene or dental assisting program. (2-2) F

308 Applied Dental Materials (3) This course focuses on the study of the physical, chemical, and biologic properties and uses of dental materials. Identification and manipulation of common dental materials are incorporated in laboratory experiences. Prereq: Admission into the dental hygiene or dental assisting program. (2-2) F

313 Anatomy of the Head and Neck (2) This course focuses on anatomical structures of the head and neck, including bones, muscles, glandular tissue, and vascular, nervous, and lymphatic systems. The infectious process and the spread of dental infection are discussed. Prereq: Admission into the dental hygiene program. (2-0) Sp

314 Oral Anatomy (2) This course provides the student with a detailed study of the anatomy of the oral cavity and underlying structures. The eruption, arrangement, function, developmental disturbances, occlusion, and morphological characteristics of both the permanent and deciduous dentitions is presented. Prereq: Admission into the dental hygiene or dental assisting program. (2-0) F

315 Oral Embryology and Histology (1) This course provides the student with a detailed study of the embryological and histological formation of the oral-facial structures of the head, neck, oral cavity, and underlying structures. Prereq: Admission into the dental hygiene program. (1-0) Sp

316 Preventive Oral Health I (2) This course emphasizes prevention of dental and periodontal diseases through mechanical dental plaque control, fluoride therapy, pit and fissure sealants, dietary control, and basic principles of client education. The effects of tobacco use on oral health are included. Tobacco cessation strategies and their use in oral health education are presented. Prereq: Admission into the dental hygiene program. (2-0) F

318 Preventive Oral Health II (3) This course emphasizes teaching methodology and techniques for individual and group oral health education. Behavior modification strategies, case studies, and the preparation and presentation of an educational program are utilized. The course prepares the student to provide individualized oral health instruction, utilizing effective teaching methodologies, and to participate in educational field work in the community. Prereq: DTHY316 Preventive Oral Health I. (3-0) Sp

322 Periodontology (2) This course focuses on periodontal diseases and their relevance for the dental hygienist. A review of the anatomy and structures of the periodontium is included. A thorough analysis and application of the clinical dental hygiene diagnosis is provided. Emphasis is placed on the etiology, systemic correlation, clinical and radiographic assessment, diagnosis and classification, treatment planning, and surgical and non-surgical treatment procedures of periodontal diseases. Prereq: DTHY341 Dental Hygiene Theory I. (2-0) Sp

341 Dental Hygiene Theory I (4) This course introduces the theory of the dental hygiene process of care, including assessment, diagnosis, planning, implementation, and evaluation. Emphasis is on providing the student with an ethical and scientific foundation to use in applying appropriate infection control procedures, introductory client assessment procedures, and basic instrumentation skills. The use of the dental hygiene diagnosis in developing a care plan is introduced. Current clinic issues are addressed in a one-hour weekly seminar. Prereq: Admission into the dental hygiene program. (3-1 [seminar]) F

342 Dental Hygiene Clinic I (3) This pre-clinical laboratory experience course presents practicum covering the fundamentals of medical emergencies, infection control procedures, assessment of the dental hygiene client, development of a dental hygiene diagnosis, instrumentation skills, equipment use and maintenance, and basic oral health education. Prereq: Admission into the dental hygiene program. (0-8) F

351 Dental Hygiene Theory II (4) This course presents concepts of supportive dental hygiene therapy including ultrasonic debridement, air/powder polishing, subgingival irrigation, and pit and fissure sealants. The use of supportive dental hygiene treatment in providing comprehensive care is introduced. The application of evidence based clinical practice is included. Clinical cases are presented and analyzed by students. Current clinic issues are addressed in a one hour weekly seminar. Prereq: DTHY341 Dental Hygiene Theory I. (3-1 [seminar]) Sp

352 Dental Hygiene Clinic II (3) This clinical course introduces the dental hygiene student to providing comprehensive dental hygiene treatment. Application of knowledge in infection control practices, development of care plans, assessment, oral health education, radiography, and fundamentals of instrumentation are implemented in collaboration with advising faculty. Supportive dental technology, equipment and products related to dental hygiene treatment are introduced. Prereq: DTHY342 Dental Hygiene Clinic I. (0-8 [clinic]) Sp

405 General and Oral Pathology (4) This course will combine general and oral pathology found in the human system. Concepts of pathologic physiology included in this course are the inflammatory process, wound healing, and immunology. Emphasis will be placed on the oral/

facial characteristics of systemic disease. Principles of pathology, clinical features, risk factors, etiology, locations, and treatment options are presented. Prereq: DTHY322 Periodontology. (4-0) F

411 Community Oral Health Theory (1) This course is designed to provide concepts and principles related to the practice of community oral health. Prevention, access to care, providers of dental services, financing dental care, and quality assurance are discussed. The dental hygienist's role in developing community oral health programs is an integral component. The significance of oral health measures for all members of society is addressed. Prereq: DTHY318 Preventive Oral Health II. (1-0) F

412 Community Oral Health Practicum (2) In this course the dental hygiene student will develop oral health education programs for diverse populations utilizing the dental hygiene process of care paradigm of assessment, planning, implementation, and evaluation. Field experiences will take place in community schools, extended care facilities, outpatient treatment facilities, and acute care facilities. Prereq: DTHY411 Community Oral Health Theory. (4-1 [field experience]) Sp

422 Clinical Application of Periodontology (1) This clinical course focuses on providing non-surgical periodontal treatment for clients with moderate to advanced periodontal disease. Emphasis is placed on collecting and evaluating assessment data, treatment planning, providing oral health education and nutritional counseling, providing periodontal treatment, and performing post-operative evaluation. Periodontal Case Client presentations are developed from clinical experiences. Prereq: DTHY322 Periodontology. F

423 Pain Management in Dentistry (2) This course addresses coverage of pain and anxiety management for conscious dental clients. The indications, contraindications, and pharmacology of local anesthesia and nitrous oxide and oxygen sedation used in dentistry will be discussed. Local anesthesia techniques and the administration of nitrous oxide and oxygen sedation will be studied. Students will be introduced to general anesthesia, parenteral sedation, and anti-anxiety medications. Administration of local anesthesia techniques will be performed. Prereq: DTHY 313 Anatomy of the Head and Neck. F

441 Dental Hygiene Theory III (4) This course addresses the care and clinical management of special needs clients who present with conditions/diseases of significance to dental hygiene care. Included is discussion of the pathophysiology, etiology, psychosocial, physical, and oral characteristics, potential emergencies, and the related dental hygiene process of care associated with these conditions/diseases. Current clinic issues are addressed in a one hour weekly seminar. Prereq: DTHY351 Dental Hygiene Theory II. (3-1 [seminar]) F

442 Dental Hygiene Clinic III (5) This clinical course focuses on the dental hygiene student building on prior experience in providing comprehensive dental hygiene treatment. Increased opportunity for treating clients with moderate to severe periodontal disease as well as those with complex medical and pharmacological histories is introduced. Students gain experience in applying advanced strategies in assessment, care planning, oral health education, and instrumentation. Student directed judgment and relating theory to the clinical component of dental hygiene education are emphasized. Prereq: DTHY352 Dental Hygiene Clinic II. (16 [clinic]) F

451 Dental Hygiene Theory IV (4) The intent of this course is to provide students with a systematic approach to board preparation and dental hygiene curricula review. Information presented in this course will assist senior dental hygiene students in preparing for credentialing examinations and other procedures required for obtaining a dental

hygiene license. Specific guidance is offered to students who are preparing for the National Dental Hygiene Board Examination and the Northeast Regional Board Examination. Indiana laws related to dental and dental hygiene practice are studied in detail. Current clinic issues are addressed in a one hour weekly seminar. Three hours lecture, one hour seminar. Prereq: DTHY441 Dental Hygiene Theory III. Sp

452 Dental Hygiene Clinic IV (5) This clinical course challenges the dental hygiene student to work ethically, professionally, and independently in providing comprehensive dental hygiene treatment for clients in all stages of periodontal health with increased concentration on treating clients with moderate to severe periodontal disease. Dental hygiene treatment based on current scientific theories, research, and standard of care is expected. Meeting the individual needs of clients utilizing problem-solving strategies, critical thinking skills, and good communication is emphasized. Prereq: DTHY442 Dental Hygiene Clinic III. (16 [clinic]) Sp

457 Professional and Current Issues in Oral Healthcare (3) This course presents professional dental hygiene topics from a historical, economic, legal/ethical, global, political, social, interdisciplinary, and multicultural framework. Students will investigate current issues in the field of dental hygiene education, examine ethical and legal concerns in the practice of dental hygiene, and explore the accelerating need for access to care. Students will develop solutions which could be used to influence organizational, institutional, and governmental decisions impacting oral healthcare. Prereq: DTHY441 Dental Hygiene Theory III or permission of the instructor. Sp

BACHELOR OF SCIENCE OR BACHELOR OF ARTS IN FOOD AND NUTRITION

The food and nutrition degree is designed to prepare graduates for entry into community food and nutrition-related careers including healthcare, business, and industry. The major provides a broad coverage of the interpersonal, conceptual, analytical, and application skills necessary to perform in the food and nutrition-related field. Three program options are available: dietetics, nutrition and wellness, or food service management. A minor in nutrition also is offered.

Dietetics option

Dietetics is the science of managing food and nutrition to promote health. Students choosing this option will examine nutrition and its application to food and health. The didactic program in dietetics is accredited by the Commission on Accreditation for Dietetics Education (CADE). CADE is recognized as the accrediting agency for bachelor level dietetic programs in the United States. CADE contact information: 120 South Riverside Plaza, Chicago, IL 60606-6995, telephone 312/899-0040, fax 312/899-4817, cade@eatright.org or www.eatright.org/cade.

To become a registered dietitian (R. D.), students must complete a minimum of a bachelor's degree from a CADE-accredited undergraduate program, complete a CADE-accredited supervised practice program, and complete a national exam. At the completion of our baccalaureate specialty in dietetics, students will be able to apply to a supervised practice program. A grade point average of 3.0 or higher is encouraged for application to supervised practice programs. Graduates who meet these requirements are eligible to take the national registration exam.

Nutrition and Wellness option

The nutrition and wellness option provides students with an understanding of the role of exercise and nutrition in overall wellness. Graduates are prepared to work in nutrition and wellness positions in fitness centers, community and public health settings, nutrition marketing, product development, and consumer affairs. With the epidemic growth of obesity and related illnesses, graduates of the option will have multiple employment opportunities.

Food Service Management option

The food service management option courses are designed to develop problem-solving skills and creative thinking in food service. During the completion of this option, the students will be provided opportunities to complete food service certifications. Certifications have proven to be an important key element for developing professionalism in the food service industry and a way of recognizing employees and reducing turnover. Nationally recognized certifications will be offered.

Admission Requirements

All applicants must first seek admission to the University by completing an application, having official transcripts of high school and other universities and colleges sent to the University of Southern Indiana, and completing all other University admission requirements. Applicants with a minimum of a 2.0 grade point average may be admitted to the Bachelor of Science in Food and Nutrition program.

Dietetics Admission Requirements

Students admitted to the Food and Nutrition program who wish to make formal application to the dietetics program are initially designated as pre-dietetics. Pre-dietetics students who are seeking formal application to the dietetics program will need to meet the following application criteria: 1) complete *BIOL 121, PSY 201, ENG 201, CMST 101 or 107, MATH 111, *CHEM 261, *NUTR 203 and *NUTR 376 with an overall GPA of 2.9 and, 2) submit a formal application to the program upon their completion. Courses with an * require a C or better grade.

Food and Nutrition Degree Requirements

A candidate for the Bachelor of Science in Food and Nutrition degree must meet the general requirements for graduation as outlined in this bulletin and successfully complete the food and nutrition courses required for the major area of study.

Summary of food and nutrition degree program requirements:

- completion of the University Core Curriculum requirements as outlined in this bulletin: a minimum of 50 credit hours. Specific requirements for the University Core Curriculum component of each option area are noted in the section following;
- complete required nutrition core courses: 29 credit hours;
- complete 29-38 credit hours in one of the option areas;
- a minimum of 124 credit hours;
- a minimum of 30 credit hours must be taken from the University of Southern Indiana;

- a minimum of 39 hours of 300/400-level credit hours;
- obtain an average of 2.0 grade point average or better on all work taken at the University of Southern Indiana; and
- achieve a grade of C or better in all core nutrition courses. Dietetics students also must achieve a grade of C or better in Biol 121, 122, and Chem 261, 262.

Major

64-67 credit hours (29 hours in nutrition core plus 29-38 hours in option area)

Required Nutrition Core Courses

NUTR 203	Introduction to Food, Nutrition, and Wellness	1
NUTR 285	Management Fundamentals in Food and Nutrition	3
NUTR 376	Principles and Applications in Nutrition	3
NUTR 381	Quantity Food Production and Purchasing with Lab	4
NUTR 384	Principles and Applications in Food Science	3
NUTR 396	Nutrition Throughout the Lifecycle	3
NUTR 397	Nutrition for Health Promotion and Disease Prevention	3
NUTR 415	Dietary Supplements and Herb Use in Nutrition	3
NUTR 465	Community Nutrition	3
NUTR 496	Leadership and Professional Issues in Food and Nutrition	3
Total Hours		29

Food and Nutrition Option Area

In the student's sophomore year, and upon completion of the majority of the core curriculum courses, the student will choose an option.

Dietetics Option Courses

HP 115	Medical Terminology	2
HP 211	Healthcare Delivery Systems	3
HP 302	Biostatistics	3
NUTR 205	The Professions of Dietetics	1
NUTR 378	Nutrition for Fitness and Sports	3
NUTR 412	Advanced Human Metabolism	4
NUTR 452	Nutrition and Health Assessment	3
NUTR 481	Nutritional Education, Counseling and Theory	3
NUTR 485	Medical Nutrition Therapy I	3
NUTR 486	Medical Nutrition Therapy II	3
CHEM 241	Organic/Biochemistry Principles	4
BIOL 272	Medical Microbiology	3
Total Hours		35

Required Core Curriculum Courses for Dietetics Option

BIOL 121	Human Anatomy and Physiology I	4
BIOL 122	Human Anatomy and Physiology II	4
CHEM 261	General Chemistry I	4
CHEM 262	General Chemistry II	4
MATH 111		4
SOC 121		3
PSY 201		3
PHIL 363 or HA 356		3

Nutrition and Wellness Option Courses

HP 115	Medical Terminology	2
HP 305	Worksite Wellness and Health Promotion I	3
HP 306	Worksite Wellness and Health Promotion II	3
HP 378	School and Community Health Education Methods	3
PED 281	Personal Health Science	3
PED 385	Exercise Leadership	3

PED 481	Physiology of Exercise I	3
PED 484	Exercise Testing and Prescription	3
GERO 318	Healthy Aging	3
NUTR 378	Nutrition for Fitness and Sports	3
NUTR 481	Nutritional Counseling and Theory	3
NUTR 420	Practicum (Optional)	3
Total Hours		32

Required Core Curriculum Courses for Nutrition and Wellness Option

BIOL 121	Human Anatomy and Physiology I	4
BIOL 121	Human Anatomy and Physiology II	4
CHEM 141	Principles of Chemistry	4
PSY 201	Introduction to Psychology	3

Food Service Management Option Courses

CIS 151	Computer Applications in Business	3
ACCT 201	Accounting Principles I	3
ACCT 202	Accounting Principles II	3
MKTG 201	Introduction to Marketing	3
MKTG 332	Consumer Behavior	3
NUTR 427	Senior Project in Food and Nutrition	3
NUTR 492	Food Service Operations Management	3
HP411	Healthcare Leadership. -3 Hrs. or	
MNGT201	Survey of Mngt. -3 Hrs. or	
MNGT305	Mngt. of Organizational Behavior-	3
HP 421	Financial Management in Healthcare 3 Hrs. or	
FIN 201	Fundamentals of Finance 3	3
HP 378	School and Community Health Education Methods	3
Total Hours		32

Required Core Curriculum Courses for Food Service Management Option

ECON 208	Principles of Microeconomics	3
ECON 209	Principles of Macroeconomics	3
PSY 201	Introduction to Psychology	3
BIOL 141 or BIOL 133	Principles of Biology/Biological Concepts	4
CHEM 103 or 141	Molecules/Principles of Chemistry (Directed Core)	4

Many of the courses required for the Bachelor of Science in Food and Nutrition degree are available online to distance education students.

Sample Food and Nutrition Curriculum

Dietetics Option

FIRST YEAR

Fall Semester

ENG 101	*English Rhetoric and Composition I	3
CMST 101/107	*Communication **	3
BIOL 121	*Human Anatomy and Physiology I **	4
MATH 111	*College Algebra **	4
NUTR 203	Introduction to Food, Nutrition, & Wellness **	1
PED	*Physical Education Activity Selection	1
Total Hours		16

Spring Semester

ENG 201	*English Rhetoric and Composition II **	3
BIOL 122	*Human Anatomy and Physiology II **	4
SOC 121	*Introduction to Sociology **	3
PSY 201	*Introduction to Psychology **	3
NUTR 205	The Profession of Dietetics **	1
HP 115	Medical Terminology **	2
Total Hours		16

SECOND YEAR**Fall Semester**

CHEM 261	*General Chemistry I **	4
HUM	*Western Culture Core Curriculum Selection	3
ART	*The Arts Core Curriculum Selection	3
HP 211	Healthcare Delivery Systems **	3
NUTR 376	*Principles and Applications in Nutrition **	3
Total Hours		16

Spring Semester

CHEM 262	*General Chemistry II **	4
HIST	*History Core Curriculum Selection	3
HUM	*Western Culture Core Curriculum Selection	3
BIOL 272	Medical Microbiology **	3
NUTR 285	Management Fundamentals in Food & Nutrition **	3
Total Hours		16

THIRD YEAR**Fall Semester**

NUTR 378	Nutrition for Fitness and Sport **	3
NUTR 381	Quantity Food Production and Purchasing **	4
NUTR 396	Nutrition Throughout the Lifecycle **	3
CHEM 241	Organic and Biochemistry **	4
Elective	(Recommend PED 481 Exercise Physiology)	3
Total Hours		17

Spring Semester

HP 302	Biostatistics **	3
NUTR 384	Principles and Applications in Food Science **	3
NUTR 397	Nutr in Health Promotion & Disease Prevention **	3
Core	*Ethics (PHIL 363 or HP 356) **	3
NUTR 452	Nutrition and Health Assessment **	3
Total Hours		15

FOURTH YEAR**Fall Semester**

Core	*Global Communities Core Curriculum Selection	3
NUTR 412	Advanced Human Metabolism **	4
NUTR 415	Dietary Supplements and Herb Use in Nutrition **	3
NUTR 485	Medical Nutrition Therapy I **	3
Elective	(Recommend HP 335 Pathophysiology)	3
Total Hours		16

Spring Semester

NUTR 465	Community Nutrition **	3
NUTR 481	Nutritional Education, Counseling and Theory **	3
NUTR 486	Medical Nutrition Therapy II **	3
Elective	(Recommend HP 325 Pharmacology)	3
NUTR 496	*Leadership & Prof Issues in Food and Nutrition **	3
Total Hours		15

*University Core Curriculum courses

** Required for DPD

Sample Food and Nutrition Curriculum**Food Service Management Option****FIRST YEAR****Fall Semester**

ENG 101	*English Rhetoric and Composition I	3
CMST 101/107	*Communication	3
CIS 151	Computers in Business	3
MATH 111	*College Algebra	4
PSY 201	*Introduction to Psychology	3
Total Hours		16

Spring Semester

ENG 201	*English Rhetoric and Composition II	3
ECON 208	*Principles of Microeconomics	3
BIOL 141/133	*Principles of Biology/Biological Concepts	4
Core	*The Arts Core Curriculum Selection	3
Core	*History Core Curriculum Selection	3
Total Hours		16

SECOND YEAR**Fall Semester**

CHEM 103/141or 261	*Chemistry Selection	3-4
ACCT 201	Accounting Principles I	3
Core	*Western Culture Core Curriculum Selection	3
ECON 209	*Principles of Macroeconomics	3
NUTR 376	*Principles and Applications in Nutrition	3
NUTR 203	Introduction to Food, Nutrition, and Wellness	1
Total Hours		16-17

Spring Semester

MKTG 201	Introduction to Marketing	3
ACCT 202	Accounting Principles II	3
Core	*Western Culture Core Curriculum Selection	3
Core	*Science Core Curriculum Selection or Elective	3
NUTR 285	Management Fundamentals in Food & Nutrition	3
Core	*Health and Fitness Activity Core Curr. Selection	1
Total Hours		16

THIRD YEAR**Fall Semester**

HP 421/FIN 201	Financial Management/Fund of Finance	3
HP 411/		
MGMT 201/305	Healthcare Leadership/Survey of Management	3
NUTR 396	Nutrition Throughout the Lifecycle	3
NUTR 381	Quantity Food Production and Purchasing	4
Elective		2
Total Hours		15

Spring Semester

MKTG 332	Consumer Behavior	3
NUTR 384	Principles and Applications in Food Science	3
NUTR 397	Nutr. in Health Promotion & Disease Prevention	3
Elective		3
Elective		3
Total Hours		15

FOURTH YEAR**Fall Semester**

Core	*Ethics Core Curriculum Selection	3
NUTR 415	Dietary Supplements and Herb Use in Nutrition	3
Core	*Global Communities Core Curriculum Selection	3
NUTR 492	Food Service Operations Management	3
Elective		3
Total Hours		15

Spring Semester

NUTR 465	Community Nutrition	3
NUTR 427	Senior Project in Food and Nutrition	3
NUTR 496	*Leadership & Prof. Issues in Food and Nutrition	3
HP 378	School and Community Health Educ. Methods	3
Elective		3
Total Hours		15

*University Core Curriculum courses

**Sample Food and Nutrition Curriculum
Nutrition and Wellness Option**

FIRST YEAR

Fall Semester

ENG 101	*English Rhetoric and Composition I	3
CMST 101/107	*Communication	3
CHEM 141	*Principles of Chemistry	4
Core	*Individual Development Core Curr. Selection	3
MATH 111	*Survey of Math/College Algebra	4
Total Hours		17

Spring Semester

ENG 201	*English Rhetoric and Composition II	3
Core	*History Core Curriculum Selection	3
PED 281	*Personal Health Science	3
HP 115	Medical Terminology	2
PSY 201	*Introduction to Psychology	3
Core	*Health and Fitness Activity Core Curr. Selection	1
Total Hours		15

SECOND YEAR

Fall Semester

BIOL 121	*Human Anatomy and Physiology I	4
HUM	*Western Culture Core Curriculum Selection	3
ART	*The Arts Core Curriculum Selection	3
NUTR 203	Introduction to Food, Nutrition, & Wellness	1
NUTR 376	*Principles and Applications in Nutrition	3
Elective		2
Total Hours		17

Spring Semester

GERO 318	Healthy Aging	3
BIOL 122	*Human Anatomy and Physiology II	4
HUM	*Western Culture Core Curriculum Selection	3
PED 385	Exercise Leadership	3
NUTR 285	Management Fundamentals in Food & Nutrition	3
Total Hours		16

THIRD YEAR

Fall Semester

PED 481	Exercise Physiology	3
NUTR 381	Quantity Food Production and Purchasing	4
NUTR 396	Nutrition Throughout the Lifecycle	3
HP 305	Health Promotion and Worksite Wellness	3
Elective		3
Total Hours		16

Spring Semester

NUTR 378	Nutrition for Fitness and Sport	3
NUTR 384	Principles and Applications in Food Science	3
NUTR 397	Nutr in Health Promotion & Disease Prevention	3
HP 306	Health Promotion and Worksite Wellness II	3
Elective		3
Total Hours		15

FOURTH YEAR

Fall Semester

HP 378	School & Community Health Education Methods	3
PED 484	Exercise Testing and Prescription	3
NUTR 415	Dietary Supplements and Herb Use in Nutrition	3
Core	*Global Communities Core Curriculum Selection	3
Elective		3
Total Hours		15

Spring Semester

NUTR 465	Community Nutrition	3
Elective		3
NUTR 496	Leadership & Prof. Issues in Food and Nutrition	3
Core	*Ethics Core Curriculum Selection	3
Elective		3-4
Total Hours		15-16

*University Core Curriculum courses

Minor – Nutrition

18-19 Credit Hours

The minor in Nutrition will allow students to gain a better understanding of nutrition and its role in achieving optimal health.

Courses for the minor include: one three- or four-hour biology or chemistry core curriculum course, NUTR 376: Principles and Applications in Nutrition; NUTR 378: Nutrition for Sport and Fitness; NUTR 396: Nutrition Throughout the Lifecycle; NUTR 415: Dietary Supplements and Herb Use in Nutrition; and NUTR 465: Community Nutrition.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Food and Nutrition (NUTR)

203 Introduction to Food, Nutrition, and Dietetics (1) This course provides students with a general overview of practice in food, nutrition, and dietetics. Students gain a beginning understanding of state and national credentialing requirements, certification standards, ethics, and life-long learning needs. Prereq: None. F, Sp

205 The Profession of Dietetics (1) This course provides students with a general overview of the history, philosophy, and practice of dietetics and how dietitians collaborate with other disciplines. Students gain a beginning understanding of the Commission of Accreditation of Dietetic Education standards, the American Dietetic Association (ADA) scope of practice, the code of ethics, and advocacy methods. The students will recognize state and national credentialing requirements and life-long learning needs. Current issues in dietetics and healthcare will be discussed, such as evidence-based practice, the nutrition care process, and informatics. Prereq: NUTR 203.Sp

285 Management Fundamentals in Food and Nutrition (3) This course focuses on defining and applying management theories and functions in food and nutrition settings. Human, material, and facility management will be discussed. Students gain an understanding of the tools available for managing effective and efficient food and nutrition organizations. Prereq: None. Sp

376 Principles and Applications in Nutrition (3) Principles and applications in nutrition emphasizes the relationships among the nutrients and how homeostasis relationships are maintained in the healthy person. Students will learn more about themselves and their health in an effort to use this knowledge to improve their health. This knowledge of nutrition will allow students to personalize information to fit their lifestyle. Special attention to nutrition for the developing human and lectures focusing on nutrition counseling will address the needs of dental hygiene students and other health professionals seeking con-

cepts in applied nutrition. Prereq: MATH 108 and CHEM 107 recommended. F, Sp, Su

378 Nutrition for Fitness and Sports (3) An overview of the relationship of basic nutrition and energy systems to physical activity and body composition. This course examines popular myths and misconceptions associated with nutrition and performance. Incorporates application of introductory biochemistry. Prereq: MATH 108 recommended. F, Sp

381 Quantity Food Production and Purchasing (4) This course provides application of the principles of nutrition and food production in meal service from both a family social unit and the broad spectrum of food service. This course will focus on different stages of food service from menu planning and recipe conversion through the end result of serving the food. Special consideration will be given to meeting nutritional needs, food safety, cultural diversification, and consumer satisfaction. Purchasing and inventory techniques will be examined. In conjunction with the University of Southern Indiana Food Service and other food service establishments, this course will include a practicum in management. Includes a laboratory. Prereq: NUTR 285 and BIOL 141, 133, or BIOL 122.F

384 Principles and Applications in Food Science (3) This course will focus on the studies of foods in relation to their composition of physical and chemical properties. This course will include the experimental approach to the study of foods. Throughout this course, sensory evaluation techniques will be utilized. Recipe development and modification will be explored. Includes a laboratory. Prereq: NUTR 376 and NUTR 381, Chem 103 or 141 or 261. Sp

396 Nutrition Throughout the Lifecycle (3) This course focuses on understanding the normal nutritional requirements and needs of special populations throughout the lifecycle. Growth and development theories will be discussed and nutrition concerns will be examined for pregnant women, breastfeeding mothers, and the growing infant, child and adolescent. Students will investigate nutrition-related concerns during the lifecycle and offer appropriate suggestions for management of these concerns. Recommendations for preventing disease and promoting healthy aging will be discussed. Prereq: NUTR 376. F

397 Nutrition in Health Promotion and Disease Prevention (3) This course focuses on understanding the role of nutrition in health promotion and disease prevention. Students will have a better understanding of health and food consumption behaviors of the United States population by evaluating population-based studies. Students will locate, interpret and analyze National nutrition surveys and epidemiological studies to determine their use in health promotion. An enhanced understanding of the role of genetics on disease development will be provided. Current food consumption and lifestyle practices of people from diverse cultures and religions will be examined. Prereq: NUTR 376 and NUTR 396. Sp

412 Advanced Human Metabolism (4) This course focuses on understanding the relationship between food and nutrients, the science of chemistry of the living organism, and health. The course stresses the importance of nutrient interactions and regulation of metabolism. The methods used to assess both nutrient requirements and deficiencies will be studied. Prereq: NUTR 376, BIOL 122, and CHEM 241 or CHEM 354.F

415 Dietary Supplements and Herb Use in Nutrition (3) This course focuses on understanding the role of supplements from a nutrition standpoint in maintaining and promoting health. Common supplements used such as vitamins, minerals, herbs, and other substances will be discussed. Emphases are placed on understanding the history of

their use, their proposed mechanisms of action, and safety concerns using the process of a critical review of the literature. Students will analyze the role of these supplements when making nutritional recommendations to individuals and groups. Prereq: NUTR 376. F

420 Practicum in Food, Nutrition and Wellness (1-3) This course provides junior- and senior-level students who meet eligibility criteria with the opportunity to gain practical insight into the food and nutrition environments while applying their management knowledge skills. The experience will lead to deeper appreciation and valuable understanding of practical workplace situations. The students will be able to apply their leadership and teamwork skills. Repeatable to a maximum of six hours. Prereq: NUTR 376, NUTR 285, and NUTR 381. F, Sp, Su

427 Senior Project in Food and Nutrition (3) This course will provide application of the principles of food production and nutrition by designing a menu and serving a meal. Students will focus on assessing needs, planning, implementing, and evaluating a food service meal. Students will utilize their knowledge of food service management and apply food and nutrition principles in a group setting. Prereq: NUTR 285, NUTR 376, and NUTR 381. Sp

452 Nutrition and Health Assessment (3) This course will focus on the comprehensive principles and methods of scientific nutrition assessment. Students will examine the methods and tools of the assessment process. Students will demonstrate assessment skills and proficiency in choosing appropriate tools and methods in order to utilize the nutrition care process. Prereq: HP 115 and NUTR 396. Sp

465 Community Nutrition (3) This course focuses on understanding the role of nutrition in public health. It will allow for an understanding of the tools used to design and implement community nutrition programs that promote and protect the public's health. Emphases are placed on community nutrition assessment, program planning, monitoring, and evaluation. Methods to impact the health of the community including nutrition policy making, advocacy, and the legislative process will be discussed. Prereq: NUTR 376 and 396. Sp

481 Nutritional Education, Counseling and Theory (3) This course focuses on the acquisition of nutrition counseling knowledge and the development of interpersonal skills that would enhance the translation of nutrition knowledge into healthy food choices. Employing a problem-solving model, the course covers counseling strategies and techniques, interviewing methods, psychological theories, life span and cross-cultural considerations for counseling, emotional factors of nutrition, eating disorders, ethics, and professional aspects of practice. Students will be challenged to apply and think critically about different counseling techniques and situations. Appropriate educational materials and documentation methods will be evaluated and developed as needed. Prereq: PSY 201, NUTR 396 and 397, or consent of instructor. Sp

485 Medical Nutrition Therapy I (3) This course focuses on understanding the diseases that are modifiable by medical nutrition therapy (MNT). The nutrition care process and MNT of hyperlipidemia, diabetes, hypertension, malnutrition including under- and over-nutrition and renal diseases will be covered. The pathophysiology, dietary treatments, and evidence supporting MNT will be discussed. Prereq: NUTR 376, BIOL 122, and NUTR 452.F

486 Medical Nutrition Therapy II (3) This course focuses on understanding the diseases that are modifiable by medical nutrition therapy (MNT). The nutrition care process and MNT of liver, respiratory, gastrointestinal, cancer, and other metabolic diseases across the lifespan will be covered. The role of genetics in nutrition will be covered. The

pathophysiology, dietary treatments, and evidence supporting MNT will be discussed. Prereq: BIOL 122 and NUTR 485. Sp

492 Food Service Operations Management (3) This course will be a systems approach to food service management. Program planning, forecasting, program evaluation, and marketing will be discussed. This course will cover cost control methods that are specific to managing food service operations, including food waste and theft. Prereq: NUTR 285, NUTR 381, and HP 411 or MNGT 201 or MNGT 305. F

496 Leadership and Professional Issues in Food and Nutrition (3) This course will explore current political, regulatory, ethical, training, quality improvement, management, and other important related issues facing food and nutrition professionals. Students will use their educational foundation to investigate, identify, and suggest alternative methods of resolving these problems. The course will examine the leadership roles of food and nutrition professionals. Students will apply this knowledge by investigating current controversial issues in food and nutrition and will develop solutions to these problems. Prereq: NUTR 285 and junior or senior standing. Sp

CENTER FOR HEALTHY AGING AND WELLNESS

The Center for Healthy Aging and Wellness offers a concentration in health services and a minor in gerontology, open to all students.

Gerontology (GERO)

Gerontology Minor (21 hrs)

HP211	The Healthcare Delivery System (3)
GERO315	Healthcare Aspects of Gerontology (3)
GERO316	Age-related Changes: Illness and Disease (3)
OR	
GERO319	Assessment and Management of Alzheimer's Disease (3)
GERO317	The Long Term Care Continuum (3)
GERO318	Healthy Aging (3)
GERO423	Clinical Problems in Older Adults (3)
GERO425	Health Facilities Administration (3)

Gerontology concentration of 15 hours; open to Health Services majors. See information listed under Bachelor of Health Services.

315 Healthcare Aspects of Gerontology (3) This course focuses on aging and health. Major health problems are identified and treatment strategies are studied. The dimensions of aging are explored. Healthcare issues pertinent to the older adult are discussed.

316 Age-Related Body Changes: Illness and Disease (3) This course focuses on aging and health. Major health problems are identified and treatment strategies are studied. Prereq: GERO 315 and BIOL 121 or consent of instructor.

317 The Long Term Care Continuum (3) This course examines the conceptual framework for creating an ideal integrated continuum of care, as well as information about the components for the continuum as they exist today. Students will examine the various residential options for seniors and will analyze issues of cost, access, and quality for each. Prereq: GERO 315.

318 Healthy Aging (3) This course emphasizes the relationship between aging and healthy lifestyle. Theories of aging and development will be reviewed. The student will learn about the role of nutri-

tion and exercise in the older population. This knowledge will be applied by assessing an older adult's nutritional status and exercise behavior for the purpose of developing an individualized strategy for change. Prereq: Recommended NUTR 376.

319 Assessment and Management of Alzheimer's Disease (3) This course focuses on assessment and management of Alzheimer's disease from diagnosis until death. Assessment and strategies identify stage of progression and are the basis for planning effective management. Management is by stage, using retrogenesis theory, and includes interventions related to environment, behavior, interaction, and medication. The course is appropriate for both formal and informal care givers. Prereq: GERO 315 and BIOL 121 or consent of instructor.

423 Clinical Problems of Older Adults (3) This course focuses on major clinical problems of older adults in society. Emphasis is on prevention, early recognition, and management of problems. Environmental, behavioral, physical, and educational approaches are included. Prereq: GERO 315 and GERO 316 or GERO 319.

425 Health Facilities Administration (3) This course focuses on the purpose, organization, and management of long-term care facilities and related organizations. The importance of long-term care facilities in the continuum of care for the elderly or developmentally disabled is examined. The typical structure, by functional area, of such a facility is presented, and federal and state regulations by area are reviewed. Contemporary issues and current legislation/regulations impacting the long-term care industry are analyzed. This course assists the student to prepare for successful completion of the federal and state examination leading to licensure as a health facilities administrator. Prereq: HP 211 and GERO 315.

BACHELOR OF SCIENCE IN HEALTH SERVICES

Bachelor of Science in Health Services graduates are prepared for entry into or advancement in the healthcare field. This degree program is designed to provide educational opportunities for students interested in gaining a knowledge base for positions in healthcare not requiring specialized clinical preparation, or for individuals who have completed a health professions clinical program and wish to increase their knowledge and skills to effectively respond to the rapidly changing needs of the American healthcare delivery system.

Admission Requirements

All applicants must first seek admission to the University by completing an application, having official transcripts of high school and other universities and colleges sent to the University of Southern Indiana and completing all other University admission requirements. Applicants with at least a 2.0 grade point average may apply to the Bachelor of Science in Health Services program.

Students who have attended health professions education programs which did not provide college credit may be granted professional training and clinical experience credit toward the bachelor's degree on the basis of the completion of a health professions program and work experience. Each candidate will be counseled and evaluated individually for the conferring of elective credit hours. Factors which will be considered are completed course work and work experience.

Guidelines for conferring elective credit:

- completion of one-year program: 15 hours;
- completion of two or more years program: 30 hours;
- verified work experience one year or more: 3 hours; and
- verified work experience two years or more: 6 hours.

Health Services Major Requirements

Candidates for the Bachelor of Science in Health Services degree must meet the general requirements for graduation as outlined in this bulletin and successfully complete the three sections (50 credits) outlined to complete the Health Services major:

Section I

Required completion of Health Services Core Courses: 15 credit hours. Health Services majors must achieve a grade of **C or better** in all Health Services Core Courses in order to progress in their program major.

Health Services Core (15 hours) (Must be completed with a C grade or better.)

HP211	The Healthcare Delivery System	3
GERO315	Gerontology	3
PH384	Public Health	3
HP302	Biostatistics	3
HP498	Current Concepts in the Health Professions	3

Section II

All Health Services majors are required to complete at least one **health services concentration** (Health Administration, Gerontology, Health Promotion and Worksite Wellness, Public Health, Occupational Therapy Assistant).

Health Administration Concentration 18 hours

HA356	Ethics and Healthcare	3
HA405	Health Informatics	3
HA411	Healthcare Leadership	3
HA421	Healthcare Finance	3
HA431	Healthcare Quality	3
HA496	Marketing and Competitive Strategy in Healthcare	3

Gerontology Concentration 15 hrs

GERO316	Age-related Changes: Illness and Disease	3
OR		
GERO319	Assessment and Management of Alzheimer's Disease	3
GERO317	The Long Term Care Continuum	3
GERO318	Healthy Aging	3
GERO423	Clinical Problems in Older Adults	3
GERO425	Health Facilities Administration	3

Health Promotion & Worksite Wellness Concentration 24 hrs

HP305	Struc & Theory:Worksite Wellness	3
HP306	Eval & Appl. - Worksite Wellness	3
HP407	Health Prom/Worksite Well Practicum	3
HP378	Schl & Comm Hlth Educ. Methods	3
PH484	Environmental Health	3
AND		

9 credits from the following:

GERO318	Healthy Aging	3
HP255	Human Sexuality	3
HP265	Alcohol & Drug Abuse	3

HP235	Eastern Med. & Alternative/Complementary Healthcare	3
NUTR376	Principles & Applications in Nutrition	3
CMST410	Health Communication	3

Public Health Concentration 21 hrs

PH 385	Disease Control	3
PH 484	Environmental Health	3
PH 485	Epidemiology	3
PH 486	Public Health Administration	3
PH492	Chronic Disease	3

AND

6 credits from the following:

HP378	School & Community Health Education	3
NUTR376	Principles & Applications in Nutrition	3
HP492	Transcultural Healthcare in the Global Community	3
HP480	Internship in Health Services	3

In addition, the following courses are recommended for students pursuing the Public Health concentration.

SOC121	Introduction to Sociology
CHEM107	Elements of Everyday Chemistry
BIOL272	Medical Microbiology

Occupational Therapy Assistant 21 hrs

OTA 343	Occupational Performance Areas I	5
OTA 344	Occupational Performance Areas II	4
OTA 362	Occupational Therapy Assistant Issues	3
OTA 372	Management for Occupational Therapy Assistants	3
OTA 397	Technical Fieldwork A	3
OTA 398	Technical Fieldwork B	3

Section III

Complete Health Services Elective courses as needed (can be found in Course Descriptions).

General Requirements for Health Services degree

- a minimum of 124 credit hours;
- a minimum of 30 credit hours must be taken from the University of Southern Indiana;
- a minimum of 42 hours of 300/400 level credit hours; and
- obtain an average of 2.0 grade point average or better on all work taken at the University of Southern Indiana.

Health Services Minor Requirements

Non-Health Services majors may pursue a **health services minor** in four areas of the program: Health Administration, Gerontology, Health Promotion, and Worksite Wellness or Public Health. Required courses:

Health Administration Minor 21hrs

HP211	The Healthcare Delivery System	3
HA356	Ethics and Healthcare	3
HA405	Health Informatics	3
HA411	Healthcare Leadership	3
HA421	Healthcare Finance	3
HA431	Healthcare Quality	3
HA496	Marketing and Competitive Strategy in Healthcare	3

Gerontology Minor		21 hrs
HP211	The Healthcare Delivery System	3
GERO315	Healthcare Aspects of Gerontology	3
GERO316	Age-related Changes: Illness and Disease	3
OR		
GERO319	Assessment and Management of Alzheimer's Disease	3
GERO317	The Long Term Care Continuum	3
GERO318	Healthy Aging	3
GERO423	Clinical Problems in Older Adults	3
GERO425	Health Facilities Administration	3

Health Promotion & Worksite Wellness Minor		27 hrs
HP305	Struc & Theory: Worksite Wellness	3
HP306	Eval. & Appl. - Worksite Wellness	3
HP407	Health Prom/Worksite Well Practicum	3
HP302	Biostatistics	3
HP378	School & Community Health Education Methods	3
PH484	Environmental Health	3
AND		
9 credits from the following:		
GERO318	Healthy Aging	3
HP255	Human Sexuality	3
HP265	Alcohol & Drug Abuse	3
HP235	Eastern Med. & Alt. Compl Healthcare	3
NUTR376	Princ & Appl in Nutrition	3
CMST410	Health Communication	3

Public Health Minor		21 hrs
HP 211	The Healthcare Delivery System	3
PH 384	Public Health	3
PH 385	Disease Control	3
HP 302	Biostatistics	3
PH 484	Environmental Health	3
PH 485	Epidemiology	3
PH 486	Public Health Administration	3

Double Major

Students from another major wishing to double major in Health Services are required to complete the Health Services Core Courses (15cr) and choose one concentration (15-24cr). Depending on the chosen concentration, double majors will require 30 to 39 credits.

Course Descriptions

Health Administration (HA)

356 Ethics and Healthcare in a Pluralistic Society (3) The course will provide students with an ethical framework for decision-making in the context of a pluralistic society. Models and principles of ethical justification among a diversity of cultures and belief systems will be analyzed. Specific applications are made to concerns in clinical and healthcare management. Topics include the right to healthcare, community health ethics, end-of-life issues, and organizational ethics. Prereq: Sophomore standing or consent of instructor.

405 Health Informatics (3) This course provides the foundation for the study of health informatics and covers topics such as health information management, clinical information systems (inpatient, outpatient, nursing, laboratory, pharmacy, radiology, etc.), decision support systems, clinical research and health-assessment systems, technology assessment, and healthcare accounting. The focus of the class content is on U. S. healthcare and the role of informatics within the U. S. system. Prereq: HP 211.

411 Healthcare Leadership (3) This course includes an overview of leadership, administration, decision-making, and organization within the healthcare system. Emphasis is placed upon leadership styles and application of the functions of leadership to situations in the healthcare environment. Prereq: HP 211.

421 Healthcare Finance (3) This course provides an overview of financial systems. Selected healthcare financial management concepts including payment incentives, integrated systems, cost management, pricing and marketing, productivity monitoring, insurance coding, and quality improvement will be studied as they relate to various types of healthcare organizations. Selected computer applications to demonstrate budgeting, forecasting, data base integration, and variance analysis will be used. Prereq: HP 211.

431 Healthcare Quality (3) This course will provide the knowledge base and the tools required to understand and analyze the importance of issues of quality in healthcare. Topics to be covered include: dimensions of quality care and performance, including outcomes, overuse, and under use; errors and threats to patient safety; service flaws; and forms of waste in the healthcare environment. Prereq: HP 211.

496 Marketing and Competitive Strategy in Healthcare (3) This course focuses on healthcare marketing and strategic planning in healthcare. The increasing complexity of the healthcare system dictates a need for an organized approach to strategy, and one that ties key market issues and needs to a definitive market position, quantifiable objectives, and finally to strategies and actions aimed at achieving the position and objectives. This course allows the student to learn such an organized approach to marketing and strategy. A strategic analysis and plan, as a means to introduce the principles and concepts of strategy applicable to healthcare, will be conducted. Prereq: HP 211.

Health Professions (HP)

115 Medical Terminology For The Health Professions (2) This course focuses on the study of the prefixes, suffixes, and root words commonly found in the field of medicine and healthcare.

211 The Healthcare Delivery System (3) This course provides an overview of the healthcare delivery system from a historical, economic, legal/ethical, and political framework.

225 Pharmacology and Therapeutics (3) This course provides an introduction to modern therapeutic drugs. Dosage forms, sources, prescriptions, and metabolism are covered first, then students study human physiological systems and the most important drugs used to affect these systems. Emergency and new drugs are included. Open to all health professions and biology students.

234 Mechanisms of Pathophysiology (3) This course utilizes a systems approach to understand underlying mechanisms of the disease process and how these mechanisms relate to and cause overt signs and symptoms. The content emphasizes normal homeostasis controlling mechanisms and how pathophysiological mechanisms disturb homeostasis and cause dysfunction. Prereq: an introductory BIOL or CHEM course recommended.

236 Eastern Medicine and Alternative/Complimentary Healthcare (3) This is a course designed to study Eastern medicine and its influence on complementary healthcare therapies. Emphasis is on historical, cultural, social, research, and consumer interest influences on the evolving model of east-west healing and healthcare. Specific modalities will be studied with emphasis on utilization for self-care and their use

in healthcare. Implications for changes in healthcare environments and healthcare provider roles also will be analyzed.

255 Human Sexuality: A Health Perspective (3) This course focuses on interdisciplinary approach to the study of individual and societal determinants in the expression of human sexuality in relationship to health. Changing social values, sexual behaviors, contraception, sexually-transmitted diseases, and problems in sexual development in relationship to health are explored.

265 Alcohol And Drug Abuse: A Health Perspective (3) This course focuses on an interdisciplinary approach to the study of alcohol and drug abuse from a health perspective. Etiological theories and the physiological and social consequences of alcoholism and drug abuse are studied. Current approaches to prevention, identification, and treatment of alcoholism and drug abuse are analyzed.

302 Biostatistics (3) The course provides students with an introduction to assessing the magnitude, reliability, validity, and precision of associations (e. g. , between exposures and disease) and making inferences about target populations using data from samples in the health professions. Topics include probability and sampling distribution, research design and analysis of variance, regression and correlation, stochastic processes, and frequency distributions. Prereq: MATH 111.

305 Structure and Theory: Worksite Wellness and Health Promotion (3) This course provides the students with knowledge about health and wellness concepts and strategies to implement them in the workplace. Theoretical models will be the basis used to explore why individuals choose healthy or unhealthy behaviors and what motivates them to change their choices. Effective assessment techniques for the individual and organization will be presented. Utilization of the assessment data to develop an effective health promotion plan will be studied. Prereq: HP 211.

306 Evaluation and Application: Worksite Wellness and Health Promotion (3) This course provides the student with knowledge on the development of a health promotion plan for the worksite. Designing interventions to meet the needs of the workforce and the organization will be explored extensively. Examination of the evaluation process including methods, data gathering, data analysis, and outcome analysis. Prereq: HP 305.

308 HIV/AIDS: Biological, Medical, Psychosocial, and Legal Perspectives (3) This course provides a physiological and psychosocial base for health professionals and concerned others to provide care and support to children and adults with HIV disease. Theories and concepts relevant to the disease process and care giving will be examined. Societal issues related to HIV disease will be studied. Prereq: HP 211.

314 Audiology and Hearing Impairment (3) This course covers topics in basic audiology and hearing impairment. Information covered will be informative for professionals who come in contact with hearing-impaired individuals. Approximately five of every 1,000 babies are born with significant hearing loss. Hearing loss frequently accompanies other disabilities and is a normal development with the process of aging. Topics to be studied include: types and causes of hearing loss, social and emotional factors related to hearing loss, helpful communication strategies to use with hearing impaired persons, different types of amplification and management of such, and other equipment and services available for those who are hearing impaired.

378 School And Community Health Education Methods (3) This course focuses on education principles and procedures for health profession programs and community health teaching. Lesson plan formu-

lation, course organization, teaching strategies, and test construction are studied. Prereq: junior standing.

397 Legal Issues in the Management of Health Services (3) This course provides students an opportunity to examine and analyze common occurrences in the management of the healthcare system that are affected by laws, standards, and/or regulations; and which may call into question the ethical decisions leaders in healthcare organizations are frequently required to make. Particular emphasis will be placed on ethical business decisions. The role of ethics committees and institutional review boards will be addressed as they relate to both clinical decisions and the administration of healthcare facilities. Prereq: HP 211.

407 Health Promotion and Worksite Wellness Practicum (3) This practicum provides the student with practical experience in needs assessment, individual and organizational assessment, program planning, implementation, evaluation, and problem solving of health promotion programs. The student will complete a program negotiated with the instructor and gain additional experience under the supervision of an experienced health promotion professional. Prereq: HP 305 and HP 306 or permission of instructor.

480 Internship in Health Services (1, 2, or 3) This course provides an internship for junior or senior student Health Services majors who meet the eligibility criteria. An opportunity to gain valuable insight and understanding of current topics in the healthcare environment while they assist the healthcare business reach its organizational goals will be provided. Interns will function as valuable, student members of a healthcare-related management team. The experience will lead students to a deeper appreciation of the nature of the healthcare field. Both leadership and team work opportunities will be sought, and the student intern will have a chance to think on his/her feet while participating in practical workplace situations. The University will work closely with the participating healthcare organization to customize an experience for the intern that meets the needs of the healthcare organization without compromising academic goals or the student's academic progress. Prereq: consent of program director required. Repeatable to a maximum of six credit hours.

490 Special Topics In Health Professions (1, 2 or 3) This is an advanced course for majors in health professions. Special topics are considered. Prereq: consent of faculty required. Repeatable to a maximum of six credit hours.

492 Transcultural Healthcare in the Global Community (3) This multi-disciplinary course is designed for students interested in learning about transcultural populations of people and the relationship of culture to health and healthcare. Included in the course will be a visit to examine transcultural health in the global community. Service projects included during the visit will provide clinical and community education opportunities in a variety of sites and will promote interdisciplinary responses to healthcare issues in the cultural context of the community.

498 Current Concepts in the Health Professions (3) This course examines the issues important to the healthcare professional from a historical, economical, legal/ethical, political, and multicultural framework. Professionalism, negotiation, change agent, leadership, role theory, and role strategies are studied in relation to the healthcare professional. Topics will be selected based upon current trends in healthcare. Prereq: senior standing or consent of instructor.

Public Health (PH)

384 Public Health (3) This course introduces the services and measures that are used to safeguard public health. Content included in the course is: history, development and organization of public health; an introduction to the scientific concepts and analytical tools used in public health; and overviews of the major areas of public health intervention. Prereq: HP 211.

385 Disease Control (3) This course provides systematic coverage of the determinants of disease and control methods by major disease groupings, such as respiratory diseases, and animal-associated diseases. Prereq: PH 384.

484 Environmental Health (3) This course introduces various environmental risks to health status, and the role of public health controls in safeguarding at-risk populations. These areas include: food production, water purity, wastewater and solid waste handling, arthropod and pest control, air quality, and occupational and industrial hazards to health. Prereq: PH 384.

485/585 Epidemiology (3) This course introduces the principles and methods of epidemiology used to study health-related issues in populations. Covers models of disease causation and the association of health-risk factors. Includes: common epidemiological measures, epidemiologic study designs, disease surveillance, and outbreak investigation. Applies epidemiological principles and methods to health service organizations and clinical settings by developing critical literature review and study design skills. Prereq: HP 302.

486 Public Health Administration (3) This course describes the setting for public health practice; the structure of public health policies and regulations; and the organizations responsible for public health services. Public health funding and the administration of public health services at the local, state, national, and international levels are reviewed and analyzed. Prereq: HP 211 and PH 384.

492 Chronic Disease (3) This course covers the major non-infectious, chronic diseases of health concern in the United States. Emphasis is on risk factors, determinants, and preventive strategies. Coverage includes the diseases of the heart and circulation; the major types of cancers; the chronic respiratory, neurological and musculoskeletal diseases; diabetes; and selected occupational diseases, accidents, and injuries. Prereq: PH 384.

OCCUPATIONAL THERAPY PROGRAM

The occupational therapist is the professional-level practitioner who provides services that include evaluating, developing, improving, sustaining, or restoring skills in ADL, IADL, work, school, play, leisure, and social participation as well as lifestyle redesign.

USI students complete the Bachelor of Science followed by the Master of Science in Occupational Therapy (MSOT) in a curriculum design known in the occupational therapy profession as a combined BS/MSOT curriculum. USI students must complete the requirements of both degrees to be eligible to take the national certification examination.

At USI, students interested in occupational therapy are classified as pre-occupational therapy (PROT) majors until they successfully complete the selection process required for entry into the combined BS/MSOT curriculum. PROT students spend the

first two years taking prerequisite courses essentially, University Core Curriculum courses that provide a broad foundation of science, social science, and humanities. Students complete the selection process to the combined BS/MSOT curriculum between the fall and spring semesters of their second year. Students who are admitted to the program are reclassified as occupational therapy majors and enter the combined BS/MSOT curriculum.

Once students enter into the combined BS/MSOT curriculum, courses begin in the fall semester. In the third and fourth years, students complete the professional component of the combined BS/MSOT curriculum, an integrated didactic and clinical educational program. Third and fourth year courses take place on campus except for two 40-hour weeks of practicum experiences at clinical sites.

The fifth year, which begins in the first summer session following the baccalaureate degree, consists of the MSOT curriculum which prepares students for practice as generalists in the occupational therapy profession. Again, didactic and clinical education are integrated into the curriculum. Students participate in various courses including 24 weeks of full-time level II fieldwork defined as participating in occupational therapy practice while being supervised by a currently licensed or credentialed occupational therapist. Additionally, students perform a 120-hour specialized role internship in their particular area of interest as an educator, researcher, administrator, consultant, or clinician.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is 301/652-2682. Graduates of this program will be eligible to sit for the Certification Examination for the Occupational Therapist Registered® administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). Most states require additional credentialing in order to practice; however, state credentials are usually based on the results of the NBCOT certification examination.

Admission Requirements

The prospective student must be accepted for admission to USI before completing a separate selection process to this program. For the most current information related to the selection process, call the program at 812/465-1179, email otinfo@usi.edu, or visit the web site, health.usi.edu/acadprog/ot/index.htm. Student applicants must show capability of fulfilling clinical practice requirements, eligibility for occupational therapy practitioner credentialing, and evidence of satisfactory health status. Note: A felony conviction (this includes documentation of driving under the influence—DUI) may negatively impact a prospective student's eligibility to sit for the NBCOT certification examination or attain state practice credentials; contact the program for further information.

**Five-Year Combined BS/MSOT in Occupational Therapy
Course Schedule Example**

FIRST YEAR

Fall Semester

ENG 101	Rhetoric & Composition I (A1)	3
CMST 101/107	Communication (A1)	3
SOC 121	Principles of Sociology (C2)	3
MATH 111	(A2)	4
BIOL 121	Anatomy & Physiology (C3)	4
OT 151	Orientation to Occupational Therapy	<u>1</u>
		18

Spring Semester

ENG 201	Rhetoric & Composition II (B1)	3
HUM	UCC approved course (C4)	3
PSY 201	Introduction to Psychology (C2)	3
BIOL 122	Anatomy & Physiology (C3)	4
Arts	UCC-approved course (B2)	3
PE Activity	UCC-approved course (B3)	<u>1</u>
		17

SECOND YEAR

Fall Semester

HP 115	Medical Terminology	2
HUM	UCC-approved course (C4)	3
PSY 261	Lifespan Developmental Psychology	3
CHEM 141	Intro to Chemistry (C3)	4
Elective		<u>3</u>
		15

Spring Semester

HP 236	Eastern Medicine (C5)	3
HP 356	Ethics & Healthcare (B1)	3
PSY 322	Abnormal Psychology	3
HIST	UCC-approved course (C1)	3
HP 225	Pharmacology & Therapeutics	<u>3</u>
		15

Entry into the combined BS/MS

THIRD YEAR

Fall Semester

OT151	Orientation to OT	1
OT 310	Applied Pathophysiology I (B3)	3
OT 320	Professional Communication	3
OT 330	Media & Modalities I	3
OT 391	Clinical Reasoning	4
PED 383	Kinesiology	<u>3</u>
		16-17

Spring Semester

OT 312	Applied Pathophysiology II	5
OT 331	Media & Modalities II	3
OT 340	Psyc. & Social Considerations of Occ. Performance	4
OT 342	Cognition & Occupational Performance	3
OT 380	Professional Evaluation	<u>3</u>
		18

FOURTH YEAR

Fall Semester

HP 302	Biostatistics	3
OT 440	ADL & Play/Leisure	4
OT 443	Sensorimotor Skills	4
OT 493	Intervention Strategies	4
OT 495	Professional Practicum Seminar A	<u>2</u>
		17

Spring Semester

OT 441	Work/Productive Activities	4
OT 462	Professional Issues	4
OT 480	OT Research (D)	3
OT 496	Professional Practicum Seminar B	2
OT 692	Specialized Evaluation Strategies	<u>4</u>
		17

FIFTH YEAR

Summer Semester

OT 696	Professional Fieldwork I	<u>6</u>
		6

Fall Semester

OT 671	Occupational Therapy Leadership	4
OT 683	Advanced OT Research Strategies	3
OT 698	Specialized Role Internship	2
OT 699	OT Synthesis	<u>5</u>
		14

Spring Semester

OT 697	Professional Fieldwork II	6
OT 690	Special Topics	<u>2</u>
		8

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the terms (fall or spring semesters, or summer sessions) in which the course is typically offered and are intended as an aid to students planning their programs of study.

Occupational Therapy (OT)

151 Orientation to Occupational Therapy (1) This course provides students with a general overview of occupational therapy history, philosophy, and practice. Students gain a beginning understanding of the value of occupation or purposeful activity in daily life, survey the role of occupational therapy with various populations and in a variety of settings; recognize national and state credentialing requirements, identify occupational therapy association functions at all levels, and recognize AOTA standards, ethics, and policies and their effects on occupational therapy practitioner conduct and patient treatment. F, Sp

310 Applied Pathophysiology I (3) This course begins with an introduction to occupational performance (areas, components, and contexts) and an integrated theoretical approach. The course proceeds with an overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries, and examines the effects of such conditions on functional performance throughout the lifespan as well as explores the effects of wellness on the individual, family, culture, and society. This course has been approved for the one-hour requirement of Category B3.Health/Fitness of the University Core Curriculum. Prereq: admission to OT Program. F

312 Applied Pathophysiology II (5) Providing a focus in the areas of neurology and orthopedics, this course continues the exploration of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries. Emphasis is placed on developing an understanding of the potential effects of such conditions on anatomical structures, physiological processes, and the functional performance of individuals throughout the lifespan, while exploring the effects of health promotion and disability prevention on the individual, family, culture, and society. Developing skills in investigating, formulating, and discussing significant clinical and functional factors of such conditions is emphasized. Prereq: admission to OT Program. Sp

320 Professional Communication (3) The emphasis of this course is the development of professional-level skills in the areas of listening, speaking, reading, and writing. This course includes skills such as interviewing, group interaction, documentation to ensure accountability and reimbursement of services, critical reading of research and scholarly papers, public speaking, and participation in meetings. Additionally, students learn to utilize single system research design as a strategy to evaluate clinical change. Prereq: admission to OT Program. F

330 Media and Modalities I (3) This course explores various activities and emphasizes detailed activity analysis of occupational performance, development and planning of activities to address delineated goals, grading and adapting of activities for therapeutic intervention, and evaluation of given activities for effectiveness in goal achievement. Prereq: admission to OT Program. F

331 Media and Modalities II (3) This course provides a strong orthotics core as well as emphasizes the application of therapeutic intervention for the accomplishment of purposeful activities (occupation) including family/caregiver training, environmental adjustments, orthotics, prosthetics, assistive technology, physical agent modalities, and other technology. Prereq: admission to OT Program. Sp

340 Psychological and Social Considerations of Occupational Performance (4) This course emphasizes the identification and examination of appropriate theoretical frameworks and the application of purposeful activities and occupations as therapeutic intervention to enhance psychological and social aspects of daily living. The course focuses on these aspects of occupation as related across the lifespan and in relation to various contextual factors of occupational performance. Prereq: admission to OT Program. Sp

342 Cognition and Occupational Performance (3) This course emphasizes the identification and examination of appropriate theoretical frameworks and the application of purposeful activities and occupations as therapeutic intervention to enhance cognitive aspects of daily living. The focus also is upon cognition as related across the lifespan as well as in relation to various contextual factors. Prereq: admission to OT Program. Sp

350 Independent Study (1-12) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty-approved supervised service delivery, research projects under the direction of faculty, or another faculty-approved project. Prereq: admission to OT Program. F, Sp, Su

380 Professional Evaluation (3) This course emphasizes: 1) evaluation of the need for occupational therapy intervention; 2) the selection, administration, and interpretation of standardized and non-standardized tests and evaluations; 3) interpretation of evaluation in relation to occupational performance, treatment planning, therapeutic intervention, and age-appropriate theoretical frameworks; 4) reevaluation for effect of occupational therapy intervention and need for continued and/or changed treatment; and 5) the appropriate use of the certified occupational therapy assistant in the screening and evaluation process. Prereq: admission to OT Program. Sp

391 Professional Clinical Reasoning Skills (4) In this course, students identify, examine, and apply various types of clinical reasoning (narrative reasoning, interactive reasoning, procedural reasoning, pragmatic reasoning, and conditional reasoning) in relation to occupational therapy evaluations and interventions. Prereq: admission to OT Program. F

440 Activities of Daily Living and Play/Leisure (4) The emphases of this course are the meaning and dynamics of purposeful activity and occupation to enhance role functioning across the lifespan, particularly in basic activities of daily living, instrumental activities of daily living, and play and leisure exploration and participation. Also emphasized are the interplay of occupational performance skills, patterns, and contexts in relation to activities of daily living and play and leisure occupations. Prereq: F

441 Work and Productive Activities (4) The emphases of this course are the meaning and dynamics of purposeful activity and occupation to enhance role functioning across the lifespan, particularly in the areas of work, education, and social participation. Also emphasized are the interplay of occupational performance skills, patterns, and contexts in relation to engagement in work, education, and various social systems. Prereq: Sp

443 Sensorimotor Skills (4) This course identifies and applies various theoretical frames of reference pertinent to performance skills and client factors of sensory abilities, motor abilities, and neuromuscular abilities in regard to body functions and structures. Examination, application, and demonstration of interventions that utilize occupation in the therapeutic process to address issues relating to sensory, motor, and neuromuscular abilities are analyzed across the lifespan in various health and wellness environments. Prereq: admission to OT Program and senior standing. F

450 Independent Study (1-12) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty-approved supervised service delivery, research projects under the direction of faculty, or another faculty-approved project. Prereq: admission to OT Program. F, Sp, Su

462 Professional Issues (4) This course provides opportunities to understand the necessity of participating in the promotion of occupational therapy through interaction with other professionals, consumers, third party payers, and the public; to assume individual responsibility for planning professional development in order to maintain a level of practice consistent with accepted standards; and to understand environmental, social, economic, political, demographic, and geographic issues which impact the provision of occupational therapy services in various environments. Emphasis is also placed on the development of leadership abilities to assist in professional development internationally, nationally, and at the state and local levels. Prereq: admission to OT Program and senior standing. Sp

480 Occupational Therapy Research (3) This course is designed to provide the student opportunities to synthesize the requisite foundation of liberal arts and sciences (including biology, psychology, sociology, English, communications, and ethics) with the professional sequence of occupational therapy coursework. An introduction covers the philosophical underpinnings of inquiry, the importance of research, the traditions of research including process stages and essential components, basic versus applied research, and rigor in research. Next, students utilize discovery learning in various areas of inquiry. This course has been approved for Category D: Synthesis of the University Core Curriculum. Prereq: admission to OT Program and senior standing. Sp

493 Intervention Strategies (4) This course emphasizes intervention principles, strategies, and theoretical bases in relation to the practice of occupational therapy throughout the lifespan. Students learn of factors affecting occupational performance such as environmental demands, available resources, media, modalities, and collaboration with all involved individuals in relation to intervention strategies. Prereq: admission to OT Program and senior standing. F

495 Professional Practicum Seminar A (2) Along with a 40-clock-hour Level I fieldwork experience, this first practicum seminar course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. Prereq: Admission to OT Program and senior standing. F, Sp, Su

496 Professional Practicum Seminar B (2) Along with a 40-clock-hour Level I fieldwork experience, this second practicum seminar course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. Prereq: admission to OT Program and senior standing. F, Sp, Su

671 Occupational Therapy Leadership (4) The focus of this course is to develop executive leadership, management skills, and a working understanding of the following topics: organizational mission and vision, strategic planning, personnel management, reimbursement systems, accrediting bodies, basic budgeting concepts, internal and external marketing of OT services, and interdisciplinary cooperation. These skills are applied to the delivery of occupational therapy services in a variety of service models including medical, community, and educational systems. Emphasis is placed on understanding social needs of the community in the context of program development and collaborating with other healthcare professionals for the effective delivery of services. Prereq: admission to OT Graduate Program. F

683 Advanced Occupational Therapy Research Strategies (3) In this course students conduct and disseminate scholarly work of the profession including examining, developing, refining, and evaluating the profession's body of knowledge, theoretical base, and philosophical foundations. Specific tasks involve designing and directing the completion of various studies, including data analysis, interpretation, and dissemination of results; collaborating with others to facilitate studies of concern to the profession; and mentoring novice researchers. Prereq: admission to OT Graduate Program. F

690 Special Topics (2) This course provides opportunities for concentrated study in an emerging, innovative, or specialized area of the occupational therapy profession. Prereq: admission to OT Graduate Program. Sp

692 Specialized Evaluation Strategies (4) Providing an advanced study of tests and measurement principles within the centralized role of specialization, this course emphasizes: (a) clinical reasoning aspects; (b) selection, administration, and interpretation of standardized tests and evaluations; (c) interpretation of evaluation results; (d) documentation within an appropriate practice setting; and (e) re-evaluation for effect of occupational therapy intervention and need for continued and/or changed treatment; (f) integration of evidence-based practice into the evaluation process; and (g) changes in treatment goals that result from various evaluation results. Prereq: admission to OT Graduate Program. S

696 Professional Fieldwork I (6) In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork I must vary from Fieldwork II to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services; (b) the setting with regard to chronicity

(long-term versus short-term); and (c) facility type (institutional versus community-based). Prereq: admission to OT Graduate Program. F, Sp, Su

697 Professional Fieldwork II (6) In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork II must vary from Fieldwork I to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services, (b) the setting with regard to chronicity (long-term versus short-term), and (c) facility type (institutional versus community-based). Prereq: admission to OT Graduate Program. F, Sp, Su

698 Specialized Role Internship (2) Integrated within this course is a 120-clock-hour fieldwork internship experience in which students apply knowledge, values, and skills related to their selected central role of specialization. Such roles may include educator, researcher, entrepreneur, administrator, consultant, and advanced clinical practitioner. Students also meet in seminar fashion to reflect upon and share their learning experiences, providing additional synthesis of this internship. Prereq: Admission to OT Graduate Program. F

699 Occupational Therapy Synthesis (5) This course is designed to provide students opportunities to synthesize their preparation for advanced practice across three roles: a central role of specialization (selected by the graduate student) supported by two required roles, educator and researcher. Resulting in a product such as a research project or innovative scholarly project, this course also emphasizes professional reflection on the process aspect. Prereq: admission to OT Graduate Program. F

ASSOCIATE OF SCIENCE WITH A MAJOR IN OCCUPATIONAL THERAPY ASSISTANT

The occupational therapist assistant helps individuals gain skills needed to become independent in daily living activities under the direction of and in collaboration with the occupational therapist. Students learn the therapeutic use of self-care, work, and play/leisure activities to maximize independent function, enhance development, prevent disability, and maintain health. The ultimate goal is to improve an individual's quality of life and ability to perform daily activities.

The Occupational Therapy Assistant Program is a 76-credit hour associate degree, which consists of a 29-hour foundation of liberal arts and sciences (50 percent of the USI University Core Curriculum) and 49 hours of occupational therapy assistant courses. Students take the 25-hour block of University Core Curriculum classes and then enroll in Occupational Therapy Assistant Program coursework to complete the 43-credit-hour didactic component and the six-credit-hour clinical component. In addition to classroom and laboratory hours, this degree includes 16 40-hour weeks of integrated practicum experiences. Full-time students can complete the Associate of Science Degree with a major in Occupational Therapy

Assistant in five semesters and one summer. Graduates of the Occupational Therapy Assistant Program are encouraged to continue their studies for a Bachelor of Science degree in Health Services with a concentration in Occupational Therapy Assistant.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220, phone: 301/652-2682. Graduates of this program are eligible to sit for the Certification Examination for the Certified Occupational Therapy Assistant® administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will carry the title Certified Occupational Therapy Assistant (COTA).

Admission Requirements

The prospective student must be accepted for admission to USI before completing a separate application to the Occupational Therapy Assistant program. Admission to the University and completion of all core classes does not guarantee the student admission to the OTA program. Enrollment in the OTA program is limited and subject to a selection process. Student applicants also must show capability of fulfilling clinical practice requirements, eligibility for occupational therapy practitioner credentialing, and evidence of satisfactory health status. Note: A felony conviction may affect a graduate's eligibility to sit for the NBCOT certification examination or attain state practice credentials; contact the department for further information. For the most current admission information, call the department at 812/465-1140, email otinfo@usi.edu, or visit the Web site, health.usi.edu/acadprog/ota/index.htm.

University Core Curriculum Requirements	29
A1. -Composition/Speech	
ENG 101 Rhetoric and Composition I	3
ENG 201 Rhetoric and Composition II	3
SPCH 101 Introduction to Public Speaking	3
B1. -Ethics	
PHIL 201 Introduction to Ethics	3
B3.-Health/Fitness	
PED Physical Education Activity Course	1
C2.-Individual Development/Social Behavior	
PSY 201 Introduction to Psychology	3
SOC 121 Principles of Sociology	3
C3.-Science	
BIOL 121 Human Anatomy and Physiology I	4
BIOL 122 Human Anatomy and Physiology II	4
HP115 Medical Terminology	2
Occupational Therapy Assistant	
Major Requirements	49
*OT 151 Orientation to Occupational Therapy	1
OTA 213 Pathophysiology and Conditions I	3
OTA 214 Pathophysiology and Conditions II	3
OTA 221 Technical Communications	3
*OTA 231 Therapeutic Media	3
OTA 232 Media and Modalities	2
OTA 241 Occupational Performance Components I	4

OTA 242 Occupational Performance Components II	5
OTA 297 Practicum Seminar A	2
OTA 298 Practicum Seminar B	2
OTA 343 Occupational Performance Areas I	5
OTA 344 Occupational Performance Areas II	4
OTA 362 Occupational Therapy Assistant Issues	3
OTA 372 Management for Occupational Therapy Assistants	3
OTA 397 Technical Fieldwork A	3
OTA 398 Technical Fieldwork B	3

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the terms (fall or spring semesters, or summer sessions) in which the course is typically offered and are intended as an aid to students planning their programs of study.

Occupational Therapy (OTA) Program

Program Entry Courses (PEC) allow students to take coursework before actually being admitted to the OTA program. Admission to the OTA program is required for a student to enroll in any of the OTA classes that are not designated as a * PEC class.

213 Pathophysiology and Conditions I (3) This course provides an overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries; and examines the effects of such conditions on functional performance throughout the lifespan as well as explores the effects of wellness on the individual, family, culture, and society. Prereq: admission to OTA program. F

214 Pathophysiology and Conditions II (3) Providing a focus in the areas of neurology and orthopedics, this course continues the overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries by examining the effects of such conditions on functional performance throughout the lifespan and by exploring the effects of wellness on the individual, family, culture and society. Prereq: OTA 213.Sp

221 Technical Communication (3) The emphasis of this course is the development of skills in the areas of listening, speaking, reading, and writing. These skills include: interviewing; self, dyadic, and group interaction; documentation to ensure accountability and reimbursement of services; critical reading of research; public speaking; and participation in meetings. This course introduces the student to medical terminology used in many of the treatment settings. Prereq: admission to OTA program. F

231 Therapeutic Media (3) The first half of this course includes a multicultural perspective to emphasize the analysis of activities, the performance and teaching of selected tasks and activities, and the grading and adapting of purposeful activity for therapeutic intervention. The focus of the second half of the course is assistive technology including orthotics and prosthetics. F,

232 Media and Modalities (2) The student will be introduced to theory and clinical competencies needed to become proficient in basic splint fabrication skills and the medical conditions associated with each type of splint constructed. The course also will explore the use of assistive devices, adaptive equipment, and an overview of prosthetics, orthotics, and the use of physical agent modalities in treatment. Prereq: admission to OTA program.

241 Occupational Performance Components I (4) This course examines the occupational therapy process with an emphasis on optimal

occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on psychosocial skills. Prereq: admission to OTA Program. F

242 Occupational Performance Components II (5) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on sensorimotor and cognitive skills. Prereq: OTA 241. Sp

297 Practicum Seminar A (2) Along with a 40-clock-hour Level I practicum experience, this first practicum course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. Prereq: admission to OTA Program. F, Sp, Su

298 Practicum Seminar B (2) Along with a 40-clock-hour Level I practicum experience, this second practicum course provides students additional opportunities to discuss field work matters and integrate field work with occupational therapy process and practice issues. Prereq: OTA 297. F, Sp, Su

343 Occupational Performance Areas I (5) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly activities of daily living and play or leisure. Prereq: OTA 241. Sp

344 Occupational Performance Areas II (4) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly work and productive activities. Prereq: OTA 343. Su

OTA 345: Occupational Performance in Pediatrics (3) The emphasis of this course is the development of skills in use for the pediatric population including evaluation and treatment planning using developmental, cognitive, motor and psychosocial therapies. The use of experiential learning techniques will reinforce presented concepts. Su

350 Independent Study (1-12) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty-approved supervised service delivery, research projects under the direction of faculty, or another faculty-approved project. Prereq: admission to OTA Program. F, Sp, Su

362 Occupational Therapy Assistant Issues (3) This course will provide opportunities to recognize the necessity of participating in the promotion of occupational therapy through educating professionals, consumers, third-party payers, and the public; to assume individual responsibility for planning future professional development to maintain a level of practice consistent with accepted standards; and to understand environmental and policy issues which impact the provision of occupational therapy services. Su

397 Technical Fieldwork A (3) While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the

integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy coursework. Students will examine the interplay among occupational performance areas, components, and contexts; develop and expand a repertoire of occupational therapy treatment interventions; and employ clinical reasoning and reflective practice skills. Fieldwork A, a Level II internship of at least eight weeks (full-time) in duration, must vary from Fieldwork B to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronic conditions (long-term versus short-term), and in facility type (institutional versus community-based). Prereq: completion of OTA 297 & 298. F, Sp, Su

398 Technical Fieldwork B (3) While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy coursework. Students will examine the interplay among occupational performance areas, components, and contexts, develop and expand a repertoire of occupational therapy treatment interventions, and employ clinical reasoning and reflective practice skills. Fieldwork B, a Level II internship of at least eight weeks (full-time) in duration, must vary from Fieldwork A to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long-term versus short-term disability/disease process), and in facility type (institutional versus community-based). Prereq: completion of OTA 397. F, Sp, Su

RADIOLOGIC AND IMAGING SCIENCES

The Radiologic and Imaging Sciences program prepares individuals to function as entry-level radiographers and sonographers. Radiologic technology and diagnostic medical sonography specialty tracks are offered. The radiologic technologist and sonographer perform diagnostic examinations and assist physicians in the performance of fluoroscopic, special radiographic procedures, and special sonographic procedures. Radiologic and sonographic examinations are performed in a variety of settings, including radiographic/sonographic rooms, patient rooms, emergency rooms, surgery, and critical care units. The radiographer and sonographer are responsible for operating diagnostic equipment, preparing contrast materials, positioning the patient to produce the proper image, caring for the patient during the examination, and evaluating the quality of resulting images. Radiographers and sonographers are employed by hospitals, medical centers, physicians' offices, clinics, and other care centers.

The Bachelor of Science in Radiologic and Imaging Sciences degree program offers three separate tracks of study. Track 1 is radiologic technology for the traditional student preparing for the radiologic technology role. Track 2 is diagnostic medical sonography for the traditional student preparing for the diagnostic medical sonographer role. Track 3 is for the student who seeks a radiologic technology specialty in the radiologic and imaging sciences area who is already certified in radiography or who have completed an allied health program recognized by the American Registry of Radiologic Technologists (ARRT).

Pre-radiologic and imaging sciences majors can apply for either Track 1 or Track 2. The three semesters of study for the pre-radiologic imaging sciences Track 1 and Track 2 majors provide the prerequisite courses needed to enter the professional study program. Students accepted into the Bachelor of Science in Radiologic and Imaging Sciences Track 1 or Track 2 majors begin professional course work during the spring semester of their second year. Graduates of the Bachelor of Science in Radiologic and Imaging Sciences Track 1 program receive a Bachelor of Science in Radiologic and Imaging Sciences and are eligible to sit for the national registry examination. Students completing Track 2 receive the Bachelor of Science in Radiologic and Imaging Sciences and are eligible to sit for diagnostic.

Registered radiologic technologists or others who have completed an allied health program recognized by the American Registry of Radiologic Technologists (ARRT) are eligible to enroll in the Radiologic and Imaging Sciences Track 3. All Track 3 professional course work is offered via the Internet with preceptor clinical practice.

To obtain the knowledge and skills necessary for success in radiologic and imaging sciences, students must follow a prescribed sequence of academic and clinical courses including the University Core Curriculum. Core Curriculum, radiologic technology, and diagnostic medical sonography didactic courses are taught on campus. Clinical courses are conducted at regional healthcare centers. All courses are scheduled during daytime hours (5 a.m. to 7 p. m.). To provide comprehensive clinical experiences, students are required to complete occasional 11 a. m. to 7 p. m. assignments and rotate to different clinical sites. Clinical sites for Track 1 and Track 2 students will be located within 75 miles of Evansville. In addition, students in the radiologic technology program may elect rotations in their last semester of clinical for shifts on non-day hours (evenings and nights).

Admission Requirements

Applicants must be accepted for admission to the University before being admitted to the radiologic and imaging sciences program. A separate application must be submitted for admission to the program. Program application forms may be obtained from the College of Nursing and Health Professions. Completed applications for the BS in Radiologic and Imaging Sciences Track 1 or Track 2 specialty areas must be received by September 15 of the requested academic admission year. A copy of all college/university transcripts must be submitted with the application. Admission to the program is competitive and is based on academic and other professional related qualifications. Additional information related to the admission process is available on the program's web site.

Preferred applicant qualifications include:

- a postsecondary prerequisite course grade point average of 3.0 or above (4.0 scale); and
- completion of the required pre-radiology courses.

All qualified applicants are interviewed by the Radiologic Technology Admissions Committee or the Diagnostic Medical Sonography Admissions Committee, which consists of program faculty and clinical instructors. All interviews are confidential, private, and scheduled by appointment. The committee's decision is conveyed by letter within 2 weeks following the completion of interviews.

Students meeting academic requirements must be in good health, capable of fulfilling clinical practice requirements, and eligible for radiologic technology or sonography certification.

Radiologic and Imaging Sciences Degree Requirements

Candidates for the Radiologic and Imaging Sciences must meet the following general requirements and complete the Radiologic and Imaging Sciences professional courses required for the major specialty area of study:

- Complete of the University Core Curriculum: 50 semester credit hours
- Maintain a grade of C or better in all Radiologic and Imaging Sciences courses and other selected courses
- Maintain a 2.0 grade point average or better.

Radiologic and Imaging Science Program:

Track 1 – Radiologic Technology Curriculum

FIRST YEAR

Fall Semester

BIOL 121	Anatomy and Physiology I	4
ENG 101	Rhetoric and Composition I	3
HP 115	Medical Terminology	2
MATH 111	College Algebra	4
IND. DEV. /SOC. BEH	Choose a C2 approved course	<u>3</u>
Total		16

Spring Semester

ARTS	Choose any B2 approved course	3
BIOL 122	Anatomy and Physiology II	4
PHYS or CHEM	(Choose any approved C3 CHEM or PHYS course)	3
RADT 196	Orientation to Radiographic & Imaging Sciences	2
CMST 101or CMST 107	Introduction to Public Speaking	<u>3</u>
	Interpersonal Communications	15

SECOND YEAR

Fall Semester

ENG 201	Rhetoric and Composition II	3
HEALTH/FITNESS	Choose a B3 approved course	1
PED	Activity	1
HIST	Choose a C1 approved course	3
IND. DEV. /SOC. BEH.	Choose a C2 approved course	3
WESTERN CULTURE	Choose a C4 approved course –	<u>3</u>
	HUM I or For. Lang 203	14

Spring Semester

DMS 301	Patient Care for Imaging Sciences Professionals	2
RADT 308	Introduction to Radiographic Procedures	3
RADT 311	Introduction to Radiographic Technology	3
HA 356	Ethics & Healthcare in a Pluralistic Society	3
GLOBAL COMM.	Choose a C5 approved course	3
WESTERN CULTURE	Choose a C4 approved course –	<u>3</u>
	HUM II or For. Lang 204	17

Summer Sessions		
RADT 312	Radiographic Exposure	3
RADT 313	Radiographic Procedures I	3
RADT 333	Clinical Applications of Radiology	2
		8

THIRD YEAR

Fall Semester		
RADT 316	Radiographic Procedures II	3
RADT 334	Radiographic Physics	3
RADT 343	Clinical I	2
RADT 411	CT/MRI Physics and Instrumentation	3
RADT 412	Advanced Radiographic Exposure and Mobile Radiography	3
		14

Spring Semester

RADT 318	Radiographic Procedures III	3
RADT 335	Radiation Biology	2
RADT 337	Special Procedures	3
RADT 353	Clinical II	2
RADT 355	Advanced Patient Care for Imaging Sciences	3
RADT 413	MRI/CT Procedures I	3
		16

Summer Sessions

RADT 415	MRI/CT Procedures II	3
RADT 435	Clinical III	3
		6

FOURTH YEAR

Fall Semester		
HA 405	Health Informatics	3
RADT 425	Radiographic Critique	3
RADT 427	Radiology Department Information Systems	3
RADT 445	Clinical IV	3
		12

Spring Semester

RADT 345	Radiography Pathology	2
RADT 455	Clinical V	3
RADT 465	Directed Study in Radiologic Technology	3
RADT 491	Integration of Advanced Imaging Concepts (Synthesis)	3
		12

BS in Radiologic and Imaging Sciences
Radiologic Technology =128 semester hrs

Radiologic and Imaging Science Program: Track 2 – Sonography Curriculum Tracks:

- Option I: General Sonography + Vascular Specialty
- Option II: General Sonography + Echocardiography Specialty

FIRST YEAR

Fall Semester		
BIOL 121	Anatomy and Physiology I	4
ENG 101	Rhetoric and Composition I	3
HP 115	Medical Terminology	2
IND. DEV. /SOC. BEH	Choose a C2 approved course	3
MATH 111	College Algebra OR any A2 approved course higher than MATH 111	4
		16

Spring Semester

ARTS	Choose any B2 approved course	3
BIOL 122	Anatomy and Physiology II	4
CMST 101	Introduction to Public Speaking or CMST 107 – Interpersonal Communications	3
PHYS 101	Introduction to Physical Sciences	3
RADT 196	Orientation to Radiographic & Imaging Sciences	2
		15

SECOND YEAR

Fall Semester		
ENG 201	Rhetoric and Composition II	3
HEALTH/FITNESS	Choose a B3 approved course	1
HEALTH/FITNESS	Choose a B3 PED Activity Course	1
HIST	Choose a C1 approved course	3
IND. DEV. /SOC. BEH.	Choose a C2 approved course	3
WESTERN CULTURE	Choose a C4 approved course – HUM I or For. Lang 203	3
		14

Spring Semester

DMS 301	Patient Care for Imaging Sciences Professionals	2
DMS 313	Sonographic Sectional Anatomy	2
HP 211	Healthcare System	3
WESTERN CULTURE	Choose a C4 approved course – HUM II or For Lang 204	3
GLOBAL COMM.	Choose a C5 approved course	3
		13

Summer Semester

DMS 312	Introduction to DMS Principles and Procedures	2
DMS 315	Abdominal Procedures	3
DMS 316	Sonographic Lab Practice I	3
		8

THIRD YEAR

Fall Semester		
DMS 321	Sonographic Physics and Instrumentation I	3
DMS 323	Obstetric Procedures	3
DMS 324	Gynecology Procedures	3
DMS 326	Sonographic Lab Practice II	2
DMS 327	Clinical Practice I – General (24 hours)	3
		14

Spring Semester

DMS 331	Sonographic Physics and Instrumentation II	3
DMS 332	Small parts, Neurosonography & Spec Exams	3
DMS 333	Critique, Clinical Correlation & Case Analysis	2
DMS 337	Clinical Practice II – General (32 hours)	4
		12

Option I: General + Vascular Specialty Track

Summer Semester (Sessions 1 and II – 10 Weeks)		
DVT 398	Introduction to Sonographic Vascular Lab	2

Summer Semester (Sessions I, II, III)		
DMS 347	Advanced Clinical Practice (32 hours)	4
DVT 401	Introduction to Vascular Anatomy and Procedures	2
		8

FOURTH YEAR

Fall Semester		
DVT 402	Vascular Procedures I	3
DVT 423	Sonographic Vascular Lab Practice I	2
DVT 426	Clinical Practice I – Vascular (24 hours)	3

HA 356	Ethics & Healthcare in a Pluralistic Society	3
SYNTHESIS	Choose a D approved course	<u>3</u>
		14

Spring Semester

DVT 421	Vascular Procedures II	2
DMS 436	Sonographic Professional Advancement Seminar	3
DVT 437	Clinical Practice II – Vascular (32 hours)	4
ELECTIVE	Choose from HA, HP, GERO, NUTR, RADT 355	<u>3</u>
		12

BS in Radiologic and Imaging Sciences

Diagnostic Medical Sonography:

Option I – General + Vascular Specialties = 124 semester hrs

Option II: General + Echocardiography Specialty Track

Summer Semester (Sessions 1 and II – 10 weeks)

ECHO 398	Introduction to Sonographic Vascular Lab	2
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Summer Semester (Sessions I, II, III)

DMS 347	Advanced Clinical Practice (32 hours)	4
ECHO 401	Introduction to Echocardiography	<u>2</u>
		8

FOURTH YEAR

Fall Semester

ECHO 402	Advanced Echocardiography	3
ECHO 423	Echocardiography Lab Practice I	2
ECHO 426	Clinical Practice I – Cardiac (24 hours)	3
HA 356	Ethics & Healthcare in a Pluralistic Society	3
SYNTHESIS	Choose a D approved course	<u>3</u>
		14

Spring Semester

ECHO 421	Pediatric and Fetal Echocardiography	2
DMS 436	Sonographic Professional Advancement Seminar	3
ECHO 437	Clinical Practice II – Cardiac (32 hours)	4
ELECTIVE	Choose from HA, HP, GERO, NUTR, RADT 355	<u>3</u>
		12

BS in Radiologic and Imaging Sciences

Sonography: Option II– General + Echocardiography = 124 semester hours

Radiologic and Imaging Science Program: Track 3

Registered Allied Health Specialist + Specialty Tracks

Admission to Track 3 requires graduation from an allied health professions program recognized by the American Registry of Radiologic Technologists (ARRT). Students for this track also must hold appropriate licensure or be registered in their practice area.

Track 3 majors will select one of the following three specialty areas to complete their BS in Radiologic and Imaging Sciences program:

*Track 3 A — Clinical Education

*Track 3 B — Radiologic Management

*Track 3 C — Magnetic Resonance Imaging and Computed Tomography

*Admission to Tracks 3 A, B, and C require that the student is a registered radiographer or other that has completed an allied health program recognized by the ARRT.

Specialty Area Track 3 Curricula:

- Completion of the University Core Curriculum, 50 credit hours;
- Completion of an allied health professions program recognized by the American Registry of Radiologic Technologists); and
- Completion of Track 3 specialty area courses.

Track 3 A: Registered Radiographer + Radiologic and Imaging Clinical Education Specialty Track

HA 356	Ethics & Healthcare in a Pluralistic Society	3
HA 405	Health Informatics	3
HP 211	Healthcare Systems	3
HP 378	School & Community Health Education Methods	3
RADT 411	CT/MRI Physics and Instrumentation	3
RADT 413	MRI/CT Procedures I	3
RADT 415	MRI/CT Procedures II	3
RADT 424	Radiologic & Imaging Sciences Practice and Research	3
RADT 425	Radiographic Critique	3
RADT 427	Radiology Department Information Systems or	3
RADT 491	Integration of Advanced Imaging Concepts	3
Elective	Choose one: RADT 305 Current Issues in Radiologic and Imaging Sciences Or RADT 307 Critical Thinking Skills in Radiography	<u>3</u>
		36

Track 3 B: Registered Radiographer + Radiologic and Imaging Management Specialty Track

HA 356	Ethics & Healthcare in a Pluralistic Society	3
HA 405	Health Informatics	3
HA 411	Healthcare Leadership	3
HA 421	Healthcare Finance	3
HA 431	Healthcare Quality	3HP 211
	The Healthcare Delivery System	3
HP 302	Healthcare Research and Statistics	3
RADT 305	Current Issues in Radiologic and Imaging Sciences	3
RADT 307	Critical Thinking Skills in Radiography	3
RADT 411	CT/MRI Physics and Instrumentation	3
RADT 424	Radiologic & Imaging Sciences Practicum I	3
RADT 427	Radiology Department Information Systems	<u>3</u>
		36

Track 3 C: Registered Radiographer + Radiologic and Imaging Magnetic Resonance Imaging and Computed Tomography Specialty Track

HA 356	Ethics & Healthcare in a Pluralistic Society	3
RADT 307	Critical Thinking Skills in Radiography	3
RADT 411	CT/MRI Physics and Instrumentation	3
RADT 413	MRI/CT Procedures I	3
RADT 414	Clinical VII – CT/MRI	3
RADT 415	MRI/CT Procedures II	3
RADT 416	Clinical VIII – CT/MRI	3
RADT 427	Radiology Department Information Systems	3
RADT 486	Clinical IX – CT/MRI	3
RADT 491	Integration of Advanced Imaging Concepts	3
Elective	Choose two of the following: RADT, HA, HP, GERO, NUTR or PH courses	<u>6</u>
		36

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study in radiologic and imaging sciences.

Radiologic Technology Courses

196 Orientation to Radiologic and Imaging Sciences (2) This course provides a general overview of radiologic technology history and practice. Students gain a beginning understanding of the value of radiologic sciences in a healthcare setting, survey the role of radiologic technologists in a variety of settings, recognize national and state credentialing requirements, identify radiologic technology association functions at all levels, and recognize ARRT standards, ethics, and policies and their effects on practicing radiologic technologists' conduct and patient treatment. No prereq. F, Sp, Su

305 Current Issues in Radiologic and Imaging Sciences (3) This course examines the issues important to the radiologic technologist practicing in the field of radiography. Human diversity, ethics, healthcare systems, hospital organizations, radiology organizations, accreditation, professional credentialing, professional organizations, and professional development are studied in relation to the field of technology. Prereq: pre-radiology majors and students admitted to the radiologic and imaging sciences programs or consent of instructor. F, Su

307 Critical Thinking Skills in Radiography (3) This course is designed to emphasize the need for critical thinking and to identify factors that hinder critical thinking. This course focuses on identifying the qualities of a critical thinker through the review of numerous case studies, performance case studies for the ionized laboratory, and critical analysis of radiographs. Prereq: acceptance in the Radiologic Technology program. F, Su

308 Introduction to Radiographic Positioning (3) This course includes general anatomy, terminology, imaging principles, and positioning principles. Positioning methods required for radiographic examinations of the chest, abdomen, and upper extremity will be performed. Prereq: acceptance in the Radiologic Technology program. Sp

311 Introduction to Radiologic Technology (3) This course introduces students to the field of radiologic technology with reference to the duties and responsibilities of the radiographer, types of equipment used, and image production. Radiation protection, personnel, and organizational structure also are discussed. Prereq: acceptance in the Radiologic Technology program. Sp

312 Radiographic Exposure (3) This course presents the principles of radiographic image formation with respect to the variables that affect contrast, density, recorded detail, distortion, radiographic facilities, equipment, chemicals, film, radiographic processing, radiographic artifacts, silver recovery systems, x-ray tubes, tube rating, tube cooling charts, control of secondary radiation, and radiographic grids. Prereq: RADT 308. Su

313 Radiographic Procedures I (3) This course provides a detailed study of the anatomy and positioning methods required for radiographic examinations of the chest and abdomen; urinary, gastrointestinal, and biliary systems; upper extremity and shoulder girdle; and lower extremity. Prereq: RADT 308. Su

316 Radiographic Procedures II (3) This course is a detailed study of the anatomy and positioning methods required for radiographic examinations of the pelvis/hip, spine, ribs, sternum, sacrum, coccyx, SI joints, SC joints, cranium, and facial bones. Prereq: RADT 313.F

318 Radiographic Procedures III (3) A detailed study of positioning methods required for trauma radiographic examinations of the cranium, facial bones, spine, chest, shoulder, upper extremities, abdomen, pelvis, hip, and lower extremities. Vital signs, patient assessment, medical emergencies, trauma terminology, types of fractures, common injuries for various types of trauma, common radiographic exposure factors, grid usage, and case studies will be presented. Prereq: acceptance in the Radiologic Technology program or consent of instructor. Sp

333 Clinical Application of Radiology (2) This 15-week orientation to the hospital provides an introduction to radiographic/fluoroscopic rooms, film processing, radiology office and files, hospital nursing units, and ancillary departments. General radiographic positioning terminology and chest positioning is included in the first five weeks of the class. Prereq: RADT 308. Su

334 Radiologic Physics (3) This course includes the physical principles underlying radiologic technology, with special attention given to the equipment required to generate x-rays, the nature and behavior of x-radiation, and the devices relevant to the practical applications of x-rays in diagnosis. Prereq: RADT 312.F

335 Radiation Biology (2) This course is designed to study the biological effects of radiation at atomic, molecular, cellular, and systemic levels. In addition, short- and long-term somatic and genetic effect, dose limits, and methods of radiation protection for the patient and the technologist are discussed. Prereq: none. Sp

337 Special Procedures (2) This course is an introduction to cardiovascular, neurological, and other specialized radiographic procedures and imaging equipment including tomography, fluoroscopy, and digital imaging. Prereq: RADT 334.Sp

343 Clinical I (2) This course provides supervised clinical education allowing students to apply knowledge and essential skills of radiographic positioning and exposure, with emphasis on examinations of the chest and abdomen. Prereq: RADT 312, 313, 333 and DMS 301. F

345 Radiographic Pathology (2) Studies the changes that occur with disease in the various systems of the body and the methods of examination and application to radiologic technology. Prereq: DMS 301. Sp

353 Clinical II (2) This course continues supervised clinical education with emphasis on radiographic, fluoroscopic, and trauma procedures and examinations of the extremities. Course introduces special procedures and CT scanning. Prereq: RADT 343.Sp

355 Advanced Patient Care for Imaging Sciences (3) This course offers an advanced approach to patient care, patient education, and patient management within imaging sciences. Course content will include advanced patient assessment, emergency and lifesaving care, hemodynamics, pathology, pharmacology and contrast media administration. Prereq: DMS 301. Sp

365 Directed Study (3) This course emphasizes individualized study in two major areas of diagnostic imaging which include radiographic procedures and patient care procedures. Prereq: RADT 334.Sp

411 CT/MRI Physics and Instrumentation (3) This course provides the students with a detailed study of the computed tomography and magnetic resonance imaging physics and instrumentation information. Course topics include principles of operation, system components, image characteristics, image resolution, image quality, scan design for spiral computed tomography, nuclear magnetism, precession of nuclei, reduction of the nuclear magnetic resonance signal, nuclear magnetic

resonance pulses, nuclear magnetic resonance decay, production of the magnetic resonance image, magnetic resonance imaging equipment, image quality, image contrast, paramagnetic contrast agents, safety, and biological hazards. Prereq: acceptance in the Radiologic Technology program. F, Su

412 Advanced Radiographic Exposure and Mobile Radiography (3) This course provides an introduction to the principles of radiographic image formation with respect to digital radiography, image formation with respect to digital radiography, image intensifier tubes, and mobile radiographic equipment. This course helps the student apply critical thinking skills to case studies. Prereq: RADT 312.F

413 Magnetic Resonance Imaging and Computed Tomography Procedures I (3) This course provides the students with a detailed study of the magnetic resonance imaging computed tomography procedures of the head and spine. Prereq: acceptance in the Radiologic Technology program. F, Sp

414 Clinical VII – CT/MRI (3) This course provides the students with an introduction to the functions and basic procedures of magnetic resonance imaging and computed tomography. This course includes an overview of the field of MRI/CT, ethics, patient care, professional standards, and the clinical application of imaging skills of the following examinations: routine examinations of the head, skull, neck, cervical spine, thoracic spine, and lumbar spine. All MRI/CT procedures will be performed under the direct supervision of a registered MRI/CT technologist. Prereq: acceptance in the Radiologic Technology program. F

415 Magnetic Resonance Imaging and Computed Tomography Procedures II (3) This course provides the students with a detailed study of the magnetic resonance imaging physics and computed tomography procedures of the thorax, abdomen, urogenital system, pelvis, hip, and knee. Prereq: acceptance in the Radiologic Technology program. Sp, Su

416 Clinical VIII – CT/MRI (3) This course provides the students with the introduction to the functions of magnetic resonance imaging and computed tomography. The students will perform the following routine examinations: the thorax, abdomen, pelvis, and knee. All MRI/CT procedures will be performed under the direct supervision of a registered MRI/CT technologist. Prereq: acceptance in the Radiologic Technology program. Sp,

421 Radiologic and Imaging Sciences Clinical Education Methods (3) This course focuses on clinical education principles and procedures for radiology programs. Lesson plan formation, unit plan organization, teaching strategies for the clinical educator, and evaluation methods are studied. Prereq: none. F

424 Radiologic and Imaging Sciences Practice and Research (3) This course will provide students with a practicum in clinical applications within general radiography and radiology management. The student will intern as an assistant clinical instructor or assistant radiologic manager in an accredited radiology clinical site. Concurrent with the clinical practicum the student will participate in classroom instruction or Internet-delivered instruction. Students will share knowledge with each other concerning positive experiences and difficulties they may have encountered in their clinical practicum. Students will be supervised by clinical instructors and departmental managers. Prereq: 435. F

425 Radiographic Critique (3) This course focuses on the general guidelines for radiographic critique. The student will critique radio-

graphs on the following regions: chest and abdomen; upper and lower extremities; shoulder; pelvis and hip; cervical, thoracic, and lumbar vertebrae; ribs; and cranium. Prereq: none. F

427 Radiology Department Information Systems (3) This course focuses on the most current radiology management systems and picture archival medical systems. Prereq: registered radiologic technologist, registered nurse, or permission of the instructor. F, Sp

435 Clinical III (3) This 15-week summer session permits further development of radiographic, fluoroscopic, and trauma procedures. Additional advancement of clinical skills learned during the first year with continued emphasis on skeletal examinations and introduction to skull radiography. Introduction to clinic, second shift, third shift, and weekends. Prereq: RADT 353.Su

445 Clinical IV (3) This course continues supervised clinical education and emphasizes skeletal examinations and skull radiography. Prereq: RADT 435. F

455 Clinical V (3) This course leads to final mastery of all clinical competencies with an introduction to night shift and alternate clinical environments. (30 hours/week). Prereq: RADT 445. Sp

456 Imaging Sciences Seminar (3) This course emphasizes individualized study in three major areas of diagnostic imaging which includes radiation protection; radiographic equipment operation and maintenance; and image production and evaluation. Prereq: RADT 335. Sp

465 Directed Study in Radiologic Technology (3) This course emphasizes individualized study in the five major areas of diagnostic imaging which include radiation protection; radiographic equipment operation and maintenance; image production and evaluation; radiographic procedures; and patient care procedures. Prereq: RADT 335. Sp

480 Special Topics in Radiologic and Imaging Sciences (1-3) This course provides the opportunity for analysis and synthesis of concepts and research related to special topics in imaging sciences and healthcare. Students may enroll a total of two times for a maximum of six credit hours. Prereq: Students admitted to the radiologic and imaging sciences program or consent of instructor. F, Sp, Su

486 Clinical IX – CT/MRI (3) This course provides students with the knowledge, theory, and proficiency in performing the following MRI/CT examinations: skull, head, sinuses, neck, cervical spine, thoracic spine, lumbar spine, pelvis, hip, and knee. Prereq: registered radiographic technologist by the AART or a registered nurse and admission into the BS program in Radiologic and Imaging Sciences. Su

491 Integration of Advanced Imaging Concepts (3) This course explores the current issues of the imaging sciences from a historical, legal/ethical, and political viewpoint with sensitivity and appreciation of cultural diversity. Students, while drawing upon their educational experiences, will investigate and debate current topics within the imaging sciences profession. This course will increase information literacy and professional development through scholarly research and career developing activities. Students will apply their knowledge and experiences to formulate solutions to controversial problems and issues facing an ever-changing imaging sciences field. Prereq: 196 and junior or senior standing. F, Sp

Sonography Courses - DMS

301 Patient Care for Imaging Sciences Professionals (2) This course provides basic concepts of nursing procedures in order to maintain continuous, smoothly integrated patient care with due regard to necessary diagnostic and therapeutic techniques. The topics of the course include the healthcare team; attitudes and communication in patient care; patient interactions; psychological considerations; interactions with the patient; patient safety; transferring techniques; trauma and reactions to contrast agents; patient tubes, lines, and catheters; care of patients during and following special procedures; and patient care during mobile or surgical procedures. The role of the radiologic and imaging science professional in patient education will be identified. Prereq: acceptance into the Radiologic Technology or DMS program. Sp

312 Introduction to DMS Principles and Procedures (2) This course provides the beginning sonography student with a thorough understanding of the ultrasound department, key terms and definitions pertaining to the field of diagnostic sonography, important laboratory values, and surgical procedures. Students will gain a beginning understanding of the value of diagnostic medical sonography in a healthcare setting, survey the role of sonographers in a variety of settings, recognize national and state credentialing requirements, identify sonography association functions at all levels, and recognize ARDMS standards, ethics, and policies and their effects on practicing sonographers' conduct and patient treatment. Prereq: DMS 301 or consent of the instructor. Su

313 Sonographic Sectional Anatomy (2) This course provides the student with a basic knowledge of cross-sectional abdominal and pelvic sonography. Students will gain a beginning understanding of sonographic sectional anatomy in the transverse, longitudinal, and coronal planes. Emphasis is placed on the sonographic appearance of abdominal and pelvic organs and vessels and their anatomical relationship to each other. Prereq: acceptance into DMS program or consent of the instructor. Sp

315 Abdominal Procedures (3) This course provides the student with a study of the clinical applications within the specialty of abdominal sonography. Emphasis is placed on the correct use of all technical and medical terms that are necessary for a complete discussion of sonographic procedures within the abdomen, related clinical symptoms and laboratory tests, normal vs. abnormal sonographic patterns of the anatomy studied, related disease processes, and sonographic protocol for each of the exams covered in the course. Prereq: DMS 301 or consent of the instructor. Su

316 Sonographic Lab Practice I (3) This course provides the student with an introduction to the sonography clinical environment through campus laboratory practice. Students will gain an understanding of the daily activities within an ultrasound department, necessary skills to properly operate diagnostic ultrasound equipment, and proper patient care for sonography exams. Emphasis is placed on the application of skills studied in DMS 315, Abdominal Procedures. The student will achieve an understanding of clinical and practical experience in support of classroom studies. Prereq: DMS 301 or consent of the instructor. Su

321 Sonographic Physics and Instrumentation I (3) This course provides the student with an introductory study of sonographic physics and instrumentation within the practice of general diagnostic medical sonography. Emphasis is placed on the principles of ultrasound and its propagation through tissues, construction of the ultrasound transducer, and the various types of continuous wave and pulse echo imaging modalities. Prereq: DMS 312 or consent of the instructor. F

323 Obstetric Procedures (3) This course provides the student with a study of the clinical applications within the specialty of obstetric sonography. Emphasis is placed on the correct use of all technical and medical terms that are necessary for a complete discussion of sonographic procedures within the field of obstetrics. Topics include the related clinical symptoms and laboratory tests used in obstetrics, fetal embryology, normal vs. abnormal sonographic patterns of fetal anatomy, related maternal and fetal disease processes, fetal anomalies and their sonographic appearance, and sonographic protocol for each of the registry exams covered in the course. Prereq: DMS 312 or consent of the instructor. F

324 Gynecology Procedures (3) This course provides the student with a study of the clinical applications within the specialty of gynecologic sonography. Emphasis is placed on the correct use of all technical and medical terms that are necessary for a complete discussion of sonographic procedures within the field of gynecology. Topics will include the related clinical symptoms and laboratory tests, embryology of the female reproductive and genitourinary systems, female reproductive anomalies and their sonographic appearance, normal vs. abnormal sonographic patterns of female anatomy, related disease processes and their sonographic appearance, and sonographic protocol for each of the registry exams covered in the course. Prereq: DMS 312 or consent of the instructor. F

326 Sonographic Lab Practice II (2) This course provides the student with continued preparation in the sonography clinical environment through campus laboratory practice. Students will continue to build on skills introduced in DMS 316 by gaining an understanding of the daily activities within an ultrasound department, necessary skills needed to properly operate diagnostic ultrasound equipment, and proper patient care for sonography exams. Emphasis is placed on the application of skills studied in DMS 323 Obstetric Procedures and DMS 324 Gynecology Procedures. The student will achieve an understanding of clinical and practical experience in support of classroom studies. Prereq: DMS 316 or consent of the instructor. F

327 Clinical Practice I-General (3) This course provides supervised clinical education allowing students to apply knowledge and essential skills of diagnostic medical sonography. Emphasis is placed on the application of skills studied in DMS 315 Abdominal Procedures and DMS 316, Sonographic Lab Practice I. Prereq: DMS 315 or consent of the instructor. F

331 Sonographic Physics and Instrumentation II (3) This course provides the student with an advanced study of sonographic physics and instrumentation within the practice of general diagnostic medical sonography. Emphasis is placed on the principles of continuous wave and Doppler ultrasound, image artifacts, system operation and display, and biological effects of medical sonography. Prereq: DMS 321 or consent of the instructor. Sp

332 Small Parts, Neurosonography, and Specialty Exams (3) This course provides the student with a study of the clinical applications within the areas of small parts, neurosonography, and specialty exams performed in diagnostic medical sonography. Emphasis is placed on the correct use of all technical and medical terms that are necessary for a complete discussion of sonographic procedures, related clinical symptoms and laboratory tests, normal vs. abnormal sonographic patterns of the anatomy studied, related disease processes, and sonographic protocol for each of the exams covered in the course. Prereq: DMS 327 or consent of the instructor. Sp

333 Critique, Clinical Correlation, & Case Analysis (2) This course provides the student with advanced discussions and critical reviews of

abdominal, obstetric, and gynecologic ultrasound. Emphasis is placed on correlating underlying pathophysiology with its sonographic presentation, related diagnostic procedures, and the role of ultrasound in the medical diagnostic process. Prereq: DMS 327 or consent of the instructor. Sp

337 Clinical Practice II-General (4) This course is a continuation of supervised clinical education. Emphasis is placed on the application of skills studied in DMS 323 Obstetric Procedures, DMS 324 Gynecology Procedures, and DMS 326. Sonographic Lab Practice II. Prereq: DMS 327 or consent of the instructor. Sp

347 Advanced Clinical Practice (4) This course requires a final mastery of all sonographic clinical competencies within a supervised clinical education setting. Emphasis will be on general skill achievement with introduction to specialized sonographic examinations and procedures. Prereq: DMS 337 or consent of the instructor. Su

436 Sonographic Professional Advancement Seminar (4) This course emphasizes individualized study, analysis and synthesis of concepts related to general, vascular and cardiac sonography concentrations. The student is challenged to pursue diagnostic medical sonography credentialing examinations defined by American Registry for Diagnostic Medical Sonography (ARDMS). Prereq: DMS 333 or consent of the instructor. Sp

Vascular Sonography Courses - DVT

398 Introduction to Sonographic Vascular Lab (2) This course provides the student with an introduction to the sonographic vascular lab clinical through campus laboratory practice. The student will gain an understanding of the daily activities within a vascular laboratory, necessary skills to properly operate vascular diagnostic ultrasound equipment, and proper patient care for all vascular sonography exams. The student will achieve understanding of clinical and practical experience in support of classroom studies. Prereq: DMS 337 or consent of the instructor. Su

401 Introduction to Vascular Anatomy and Procedures (2) This course provides the student with an introduction to the vascular anatomy and physiology as it pertains to diagnostic vascular sonography. Emphasis is placed on various types of vascular testing methods, equipment utilized, and conditions warranting vascular examination. Prereq: DMS 331 or consent of the instructor. Su

402 Vascular Procedures I (3) This course provides the student with an introduction to the vascular anatomy and physiology as it pertains to diagnostic vascular sonography. Emphasis is placed on gross anatomy arterial and venous systems. Topics include vascular physiology and fluid dynamics of the circulatory system. Prereq: DVT 401 or consent of the instructor. F

421 Vascular Procedures II (2) This course provides the student with a study of the disease processes pertaining to diagnostic vascular sonography. Emphasis is placed on clinical signs, symptoms, and relative laboratory tests of vascular diseases. Topics include patient history, risk factors, contributing diseases, and normal vs. abnormal vascular sonographic patterns of diseases. Prereq: DVT 402 or consent of the instructor. Sp

423 Sonographic Vascular Lab Practice I (2) This course provides the student with continued preparation in the vascular sonography clinical environment through campus laboratory practice. Students will continue to build on skills introduced in DVT 398 by gaining an

understanding of the daily activities within a vascular lab, necessary skills needed to properly operate vascular diagnostic ultrasound equipment, and proper patient care for all vascular sonography exams. Emphasis is placed on the application of skills studied in DVT 401 Introduction to Noninvasive Vascular Testing. The student will achieve an understanding of clinical and practical experience in support of classroom studies. Prereq: DVT 398 or consent of the instructor. F

426 Clinical Practice I-Vascular (3) This course provides supervised clinical education allowing students to apply knowledge and essential skills of vascular sonography. Emphasis is placed on the application of skills studied in DVT 398 Introduction to Sonographic Vascular Lab and DVT 401 Introduction to Noninvasive Vascular Testing. Prereq: DVT 401 or consent of the instructor. F

437 Clinical Practice II-Vascular (4) This course is a continuation of supervised clinical education. Emphasis is placed on the application of skills studied in DVT 402 and DVT 423 Sonographic Vascular Lab Practice I. Prereq: DVT 426 or consent of the instructor. Sp

Echocardiography Courses - ECHO

398 Introduction to Echocardiography Lab (2) This course provides the student with an introduction to the sonographic echocardiography lab clinical environment through campus laboratory practice. The student will gain an understanding of the daily activities within an echocardiography laboratory, necessary skills to properly operate cardiac diagnostic ultrasound equipment, and proper patient care for all cardiac sonography exams. The student will achieve an understanding of clinical and practical experience in support of classroom studies. Prereq: DMS 337 or consent of instructor. Su

401 Introduction to Echocardiography (2) This course provides the student with an introductory study of the clinical applications within the specialty of cardiac sonography. Emphasis is placed on the anatomic and physiological relationships within the thoracic cavity. Prereq: DMS 331 or consent of the instructor. Su

402 Advanced Echocardiography (3) This course provides the student with an advanced study of the clinical applications within the specialty of cardiac sonography. Emphasis is placed on echocardiography evaluation procedures and techniques. Prereq: ECHO 401 or consent of the instructor. F

421 Pediatric and Fetal Echocardiography (2) This course provides the student with a study of the fundamentals of pediatric and fetal echocardiography, including case-study review of normal anatomy, physiology, and pathological conditions of the heart and its visualization with 2D and 3D imaging, Doppler, and M-mode echocardiography. Prereq: ECHO 402 or consent of instructor. Sp

423 Echocardiography Lab Practice I (2) This course provides the student with continued preparation for the sonographic echocardiography lab clinical environment through campus laboratory practice. The student will continue to build on skills introduced in ECHO 398 by gaining an understanding of the daily activities within an echocardiography lab, necessary skills needed to properly operate cardiac diagnostic ultrasound equipment, and proper patient care for all cardiac sonography exams. Emphasis is placed on the application of skills studied in ECHO 402 Advanced Echocardiography. The student will achieve an understanding of clinical and practical experience in support of classroom studies. Prereq: ECHO 398 or consent of the instructor. F

426 Clinical Practice I-Cardiac (3) This course provides supervised clinical education allowing students to apply knowledge and essential skills of cardiac sonography. Emphasis is placed on the application of skills studied in ECHO 398 Introduction to Echocardiography Lab and ECHO 401 Introduction to Echocardiography. Prereq: ECHO 401 or consent of the instructor. F

437 Clinical Practice II-Cardiac (4) This course provides the student with a continuation of supervised clinical education. Emphasis is placed on the application of skills studied in ECHO 402 Advanced Echocardiography, ECHO 421 Pediatric and Fetal Echocardiography, and ECHO 423 Echocardiography Lab Practice I. Prereq: ECHO 426 or consent of the instructor. Sp

RESPIRATORY THERAPY

This program prepares individuals to function effectively as entry-level respiratory therapists. Respiratory therapists work in a rapidly changing, fast-paced medical environment and possess advanced knowledge for the care and treatment of patients with cardiopulmonary deficiencies and diseases. Respiratory therapy is a health profession whose practitioners function in the diagnosis, treatment, management, and preventive care of patients with medical disorders such as asthma, emphysema, pneumonia, pulmonary edema, croup, bronchitis, and newborn and acute respiratory distress. These professionals utilize their specialized knowledge, clinical expertise, and interpersonal skills to care directly for patients. The respiratory therapist is proficient in the therapeutic use of medical gases, humidification, aerosols, artificial airways, mechanical ventilation, chest physiotherapy, and cardiopulmonary resuscitation.

To obtain required knowledge and skills needed for respiratory therapy, students must follow a prescribed sequence of academic and clinical courses. University Core Curriculum courses also are required for completion of degree requirements. All University Core Curriculum courses and most respiratory therapy (REST) courses are taught on campus. Clinical courses are conducted at various clinical sites including Deaconess Hospital, St. Mary's Medical Center, Henderson Community Methodist Hospital, Good Samaritan Hospital of Vincennes, Owensboro Mercy Health Systems, and other area healthcare facilities.

The program involves 24 months of continuous full-time study. To complete the program, students must pass all required University Core Curriculum courses, and maintain at least a C in all REST courses. University Core Curriculum courses may be completed on a part-time basis prior to entering the program, or they can be transferred from other approved institutions. Students interested in completing University Core Curriculum courses prior to entering the program or transferring credits should contact the program director.

An Associate of Science degree in Respiratory Therapy is awarded to students who successfully complete the program. Graduates are eligible to take the examinations (entry-level and registry) given by the National Board for Respiratory Care and become registered therapists (R.R.T.) upon successful comple-

tion of the credentialing process. Graduates are encouraged to continue their studies for a Bachelor of Science degree in Health Services.

The program is approved by the Committee on Accreditation for Respiratory Care, 1248 Harwood Road, Bedford, TX 76021, phone 817/283-2835, and the Commission on Accreditation of Allied Health Education Programs, 515 N. State Street, Suite 7530, Chicago, IL 60610, phone 312/464-5333.

Admission Requirements

Applicants must apply for admission to the University before being admitted to the respiratory therapy program. A separate application must be submitted for admission to the program. Application forms for the respiratory therapy program may be obtained from the College of Nursing and Health Professions or by calling 812/464-1708. The completed form must be submitted to the respiratory therapy program by April 1 of the year the student wishes to enter. Due to limited enrollment in this program, applicants are encouraged to apply as soon as possible. A complete set of official high school and any college/university transcripts must be included with the program application form.

Admission criteria

- satisfactory SAT or ACT score;
- graduation in upper third of high school class, with a minimum grade point average of 2.5 or above (4.0 system);
- completed respiratory therapy application accompanied by an official high school transcript; and
- high school courses that include algebra, chemistry, physics, anatomy, and physiology. Courses in advanced sciences, math, and computer sciences also are recommended.

Students meeting academic requirements also must be in good health, eligible for respiratory therapy certification, and capable of fulfilling clinical practice requirements. Students who do not meet these criteria may ask for reconsideration or reevaluation following successful completion of selected science and other specified courses required for the respiratory therapy program. Students currently enrolled in an accredited college or university must submit an official transcript of grades with the application.

All qualified applicants are interviewed by the respiratory therapy admissions committee. All interviews are confidential, private, and scheduled by appointment. Respiratory therapy program applicants are encouraged to participate in tours at the local hospitals to become familiar with the field. Tours can be arranged by contacting the program director prior to the April 1 deadline.

Respiratory Therapy Curriculum

FIRST YEAR

Fall Semester		
BIOL 121	Human Anat & Phys I	4
CHEM 107	Chemistry-Nonmajors	4
Or CHEM 141	Principles of Chemistry	4
REST 101	*Respiratory Therapy Procedures I	2

REST 103	*Respiratory Therapy Procedures III	2
REST 116	*Respiratory Care I	2
REST 291	*Clinical Practice of REST 101 and REST 103	2
		18

Spring Semester

BIOL 122	Human Anat & Phys II	4
HP 325	Pharmacology & Therapeutics	3
PSY 201	Intro to Psychology	3
REST 102	*Respiratory Therapy Procedures II	2
REST 104	*Respiratory Therapy Procedures IV	4
REST 122	*Resp Physiology II	1
REST 126	*Respiratory Care II	1
REST 292	*Clin Practice of REST 102 and REST 104	1
		19

Summer Session

PHYS 101	Intro to Physical Sciences	3
ENG 101	Rhetoric & Composition I	3
REST 205	*Respiratory Therapy Procedures V	1
REST 206	*Respiratory Therapy Procedures VI	3
REST 293	*Clinical Practice of Resp Procedures	1
		11

SECOND YEAR

Fall Semester

MATH 108	Survey of Mathematics or	
MATH 111	College Algebra	4
NUTR 376	Principles/App'l in Nutrition	3
REST 214	*Pulmonary Disease I	3
REST 230	*Ethics & Administr	1
REST 294	*Clinical Practice I	3
		14

Spring Semester

BIOL 272	Medical Microbiology	3
REST 222	*Resp Pathophys II	1
REST 224	*Pulmonary Disease II	1
REST 261	*Clinical Applic I	3
REST 262	*Clinical Applic II	2
REST 263	*Clinical Applic III	2
REST 295	*Clinical Pract II	1
		13

Summer Session

REST 391	*Clinical Pract III	3
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NOTE: REST 205, 206, 293, 391 are 10-week clinical courses.

*Designates courses in which students must earn a grade of C or better.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

101 Respiratory Therapy Procedures I (2) This course examines and studies the procedures, techniques, and equipment utilized in the administration of oxygen and other gases, with emphasis on analysis. It includes introductory topics pertinent to entering the respiratory care profession, e. g., patient assessment, basic modes of care, specific medical terminology, and general patient care. F

102 Respiratory Therapy Procedures II (2) Emphasizes procedures, techniques, and equipment utilized in airway management and resuscitation. Correlates with Respiratory Therapy 101. Sp

103 Respiratory Therapy Procedures III (2) Emphasizes procedures, techniques, and equipment utilized in humidification and aerosol therapy. Correlates with Respiratory Therapy 101 and 102.F

104 Respiratory Therapy Procedures IV (4) Emphasizes procedures, techniques, and equipment utilized in ventilation assistance and control, volume ventilation, and long-term ventilation. Correlates with Respiratory Therapy 101, 102, and 103.Sp

116 Respiratory Care I (2) Introduces the student to the scientific basis of respiratory care, including the study of the anatomy of the normal lung, gas exchange mechanisms, and interpretation and clinical application of arterial blood gases. F

122 Respiratory Physiology II (1) Provides the student with additional information regarding lung physiology. Sp

126 Respiratory Care II (1) Studies infectious diseases, the physiologic basis of mechanical ventilation, and introduces the student to physical diagnosis. Correlates with Respiratory Care 116. Sp

205 Respiratory Therapy Procedures V (1) Examines and studies the procedures, techniques, and equipment utilized in the practice of lung physiotherapy, with emphasis on the mechanics of respiration, breathing exercises, and respiratory therapy care techniques. Involves clinical practice. Su

206 Respiratory Therapy Procedures VI (3) Studies, in theory and practice, the operation, handling, and maintenance of respiratory therapy equipment, including tests and maintenance of analyzers, humidifiers, masks, catheters, cannulae, inhalators, nebulizers, respirators, ventilators, and other specialized equipment and mechanical devices. Involves clinical practice. Su

214 Pulmonary Diseases I (3) Examines the etiology, pathophysiology, physical diagnosis, and respiratory care of pulmonary problems with physician rounds and examination of selected patients, and discussion of commonly related clinical problems. F

222 Respiratory Pathophysiology II (1) Further explores the structure and function of the diseased lung with physician rounds and discussion of respiratory disorders. Involves clinical practice. Sp

224 Pulmonary Diseases II (1) Further explores respiratory care of pulmonary problems, with weekly physician rounds continued. Correlates with Respiratory Therapy 214.Involves clinical practice. Sp

230 Ethics And Administration (1) Presents the ethics adhered to by health professionals, describing the basic elements of organization and administration. Emphasis is on ethics pertinent to the ill person, with the examination of various hospital organizational structure and function, as these relate to the respiratory therapist. F

261 Clinical Applications Of Respiratory Therapy I (3) Examines the relationship between theoretical concepts from the physician's point of view to the clinical practice of the respiratory therapist, with emphasis on emergency care and treatment, blood gas analysis, arterial puncture, and endotracheal intubation. Sp

262 Clinical Applications Of Respiratory Therapy II (2) Continuation of Respiratory Therapy 261, with emphasis on neonatology and pediatric ventilation and intubation. Sp

263 Clinical Applications Of Respiratory Therapy III (2) Continuation of Respiratory Therapy 261 and 262, with emphasis on

general, thoracic, and neurosurgical conditions, as well as spirometry and pulmonary function. Sp

291 Clinical Practice Of Respiratory Therapy Procedures I And III (2) Practical study of the theory and practice of respiratory therapy and the treatment of respiratory diseases. Includes seminar discussions of client problems relevant to respiratory care. F

292 Clinical Practice Of Respiratory Therapy Procedures II And IV (1) Continuation of Respiratory Therapy 291. Sp

293 Clinical Practice Of Respiratory Therapy Procedures V And VI (1) Continuation of Respiratory Therapy 292. Su

294 Clinical Practice Of Respiratory Therapy I (3) Provides experience in the clinical application of respiratory care in the critical care setting. Students also gain experience in other areas of the hospital including the OR, ER, and special care areas. F

295 Clinical Practice Of Respiratory Therapy II (1) Continuation of Respiratory Therapy 294. Sp

391 Clinical Practice Of Respiratory Therapy III (3) Provides experience in clinical respiratory therapy patient care. Emphasizes the assessment and management of patients in critical care and rehabilitation. Su

POTT COLLEGE OF SCIENCE AND ENGINEERING

www.usi.edu/science

Scott A. Gordon, Ph.D., Dean

Shelly Blunt, Ph.D., Associate Dean

R. Brent Summers, Ph.D., Assistant Dean

William S. Elliott, Jr., Ph.D., Chair, Department of Geology and Physics

Henri Maurice, Ph.D., Chair, Department of Biology

Zane Mitchell, Ph.D.; Chair, Department of Engineering

Kathy Rodgers, Ph.D., Chair, Department of Mathematics

Jeff Seyler, Ph.D., Chair, Department of Chemistry

The Pott College of Science and Engineering consists of five academic departments: biology, chemistry, engineering, geology and physics, and mathematics. Through its departments, the college offers coursework leading to baccalaureate degrees with majors in the following areas: advanced manufacturing, biology, biochemistry, biophysics, chemistry, engineering, geology, industrial supervision, mathematics, mathematics teaching, and science teaching. Minor programs are available in most areas listed as majors and in other science-related areas, as noted elsewhere in this bulletin. All students majoring in college programs are assigned faculty advisors who assist with individual planning of each student's course of study.

Students who aspire to professional careers requiring additional training beyond the bachelor's degree usually major in biology or chemistry, though other majors are possible. Pre-professional curricula (which are not themselves majors) are available in the following areas:

Pre-Chiropractic	Pre-Physical Therapy
Pre-Dentistry	Pre-Pharmacy
Pre-Ecology	Pre-Physician Assistant
Pre-Forestry	Pre-Podiatry
Pre-Medical Technology	Pre-Veterinary
Pre-Medicine	Pre-Wildlife Biology
Pre-Optometry	Pre-Zoology
Pre-Osteopathy	

Students seeking careers as science teachers at the secondary level select the science teaching major offered by the college. This major includes the science/mathematics content courses along with professional education courses offered through the Bower-Suhrheinrich College of Education and Human Services. Specific teacher certification/licensure requirements are given elsewhere in this bulletin.

In addition to course work for its majors and minors, the Pott College of Science and Engineering offers many courses in science and mathematics that students in all majors take to fulfill requirements of the University Core Curriculum, as explained elsewhere.

In keeping with its philosophy that students learn science and engineering best by doing science and engineering, the college offers most of its courses (except mathematics courses) as laboratory-intensive experiences.

BIOLOGY

The biology curriculum is based on the premise that a biologist, regardless of professional goals, must demonstrate a high degree of competence in several areas of biology. These areas include botany, cellular biology, ecology, evolution, genetics, physiology, and zoology. In order to achieve maximum benefits from these areas, a thorough knowledge of chemistry, physics, and mathematics is imperative.

Whether a student plans to complete a liberal arts degree and enter graduate school, teach, attend a professional school, or otherwise pursue a career in biology, the same basic biology curriculum is followed. All biology majors complete a common group of eight courses. Through proper selection of elective coursework students can choose to study cellular and molecular biology, ecology, evolution, microbiology, plant biology, or zoology in greater depth.

Curricula

The biology program offers one general curriculum for the Bachelor of Science or the Bachelor of Arts degree. Candidates for either degree must successfully complete the University requirements of a minimum of 124 hours of credit, including 50 hours of University Core Curriculum course work and the requirements of the biology department. The Bachelor of Arts degree in biology is granted upon completion of 12 hours of a single foreign language, in addition to the requirements for the Bachelor of Science degree. A minor is not required for either the Bachelor of Arts or Bachelor of Science degree in biology.

Major-Biology, Bachelor of Science or Bachelor of Arts 45 credit hours

Required courses:

BIOL 141	Principles of Biology	4 hours
BIOL 151	Botany	3 hours
BIOL 152	Zoology	3 hours
BIOL 215	Ecology	3 hours
BIOL 333	Animal Physiology	4 hours
or BIOL 336	Plant Physiology	4 hours
BIOL 334	Cell Biology	3 hours
BIOL 382	Genetics	4 hours
BIOL 481	Organic Evolution	3 hours

Elective courses: 18 hours selected from the offerings in biology as directed by advisor. Courses designated as non-major and courses that state biology majors may not enroll or earn credit will not count as electives towards the biology major. Normally not more than four hours of BIOL 491 and BIOL 492 will apply toward the major. Required supporting coursework includes:

CHEM 261/262	General Chemistry I & II	8 hours
CHEM 353/354	Organic Chemistry I & II	8 hours
or CHEM 241/321	Organic/Biochemistry Principles & Quantitative Analysis	8 hours
MATH 230	Calculus I	4 hours

or MATH 241	Statistics	3 hours
PHYS 175/176	General Physics I & II	8 hours
or PHYS 205/206	Intermediate Physics I & II	10 hours

Minor-Biology

25 credit hours

Required courses:

BIOL 141	Principles of Biology	4 hours
BIOL 151	Botany	3 hours
BIOL 152	Zoology	3 hours
BIOL 215	Ecology	3 hours

Elective courses: 12 hours as directed by advisor selected from biology courses numbered 200 and above.

Minor-Environmental Biology

25 credit hours

Required courses:

BIOL 141	Principles of Biology	4 hours
BIOL 151	Botany	3 hours
BIOL 152	Zoology	3 hours
BIOL 215	Ecology	3 hours

Elective courses: 12 hours as directed by advisor selected from the following:

BIOL 221	Introduction to Entomology	4 hours
BIOL 251	Environmental Conservation	3 hours
BIOL 305	Aquatic Biology	4 hours
BIOL 306	Ichthyology	4 hours
BIOL 308	Vertebrate Biology	4 hours
BIOL 321	Invertebrate Zoology	4 hours
BIOL 341	Mycology	4 hours
BIOL 361	Plant Anatomy and Taxonomy	4 hours
BIOL 371	Tropical Biology	3 hours
BIOL 451	Advanced Ecology	4 hours
CHEM 341	Environmental Chemistry	3 hours
CHEM 421	Instrumental Methods of Analysis	4 hours
GEOG 214	Meteorology	3 hours

Biology Teaching

Students who wish to become teachers at the secondary school level can declare science teaching with a life sciences concentration as their major (described under the science teaching section in this bulletin) or can declare Biology as their major and complete the requirements for a minor in secondary education (described elsewhere in this bulletin).

Pre-Professional Areas

Pre-professional curricula are tailored to the student's interest. Specific information about these curricula can be obtained from the chair of the Department of Biology. Biology majors enrolled in these curricula are assigned advisors in the Department of Biology.

Pre-Chiropractic	Pre-Physical Therapy
Pre-Dentistry	Pre-Pharmacy
Pre-Ecology	Pre-Physician Assistant
Pre-Forestry	Pre-Podiatry
Pre-Medical Technology	Pre-Veterinary
Pre-Medicine	Pre-Wildlife Biology
Pre-Optometry	Pre-Zoology
Pre-Osteopathy	

Medical Technology Curriculum

The medical technology curriculum consists of three years (approximately 100 hours) of pre-professional courses at the University plus, upon competitive acceptance, one year (12 months) of professional course work and clinical experience in an accredited medical technology program. Upon acceptance into and successful completion of the professional year, the University confers a baccalaureate degree and the student is eligible to take the national American Society of Clinical Pathology (ASCP) board exam. A student choosing not to apply to the professional program or who is not admitted to the program may complete a biology major for the baccalaureate degree. The University has an affiliation with Good Samaritan Hospital, Vincennes, Indiana, and Owensboro Mercy Health System, Owensboro, Kentucky.

Students who have completed a baccalaureate degree and pre-medical technology prerequisites can apply to any accredited medical technology program in the country. There are approximately five in Indiana.

Pre-professional required courses:

BIOL 141	Principles of Biology	4 hours
BIOL 151	Botany	3 hours
BIOL 152	Zoology	3 hours
BIOL 215	Ecology	3 hours
BIOL 333	Principles in Physiology	4 hours
BIOL 334	Cell Biology	3 hours
BIOL 375	Microbiology	3 hours
BIOL 376	Laboratory in Microbiology	2 hours
BIOL 382	Genetics	4 hours
BIOL 422	Immunology	3 hours
BIOL 481	Organic Evolution	3 hours
CHEM 261/262	General Chemistry I&II	8 hours
CHEM 353/354	Organic Chemistry I&II	8 hours
or CHEM 241/321	Organic/Biochemistry Principles & Quantitative Analysis	8 hours
MATH 230	Calculus I	4 hours
or MATH 241	Statistics	3 hours
PHYS 175	General Physics I	4 hours
PHYS 176	General Physics II	4 hours
PSY 201	Introduction to Psychology	3 hours

plus approximately 32 hours of accredited medical technology courses. Students must complete the University Core Curriculum requirements for graduation.

Recommended courses:

BIOL 335	Mechanisms of Pathophysiology	3 hours
BIOL 431	General Endocrinology	3 hours
or BIOL 434	Macromolecules and Metabolism	4 hours
CIS 151	Computer Applications in Business	3 hours

Elective courses: Sufficient courses to meet requirements for graduation.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended only as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example, (3-1) indicates three credit hours lecture, one credit hour laboratory per week.

105 Biology of Human Concern (3) This course examines general concepts in the life sciences, stressing those fundamental to life processes and of human concern. This course does not count toward requirements for biology majors and minors. (2-2) F, Sp, Su

112 Ethnobotany with Lab (4) Examination of human uses of plants and the cultural/societal origins of usage. Plants for medicine and health, food, beverage, protection, aesthetics, and recreation will be discussed. Basic concepts in cell biology, genetics, plant taxonomy/identification, plant anatomy, and plant physiology typical of Introductory Biology for non-majors courses will be covered. Through the lab, students will gain experience that will reinforce concepts from lecture. Students will work through the scientific method and use some of the basic tools used in the study of science. Students may take for credit either BIOL 111 or BIOL 112. There will be opportunities for students to work through open-ended laboratory experiences. Does not apply toward a major or minor in biology. No prereq. (3-2) Sp

114 Understanding Evolution (4) This course is a survey of evolutionary thought from its beginnings as an explanation for diversity to its acceptance and application by biologists. Contemporary controversies will be discussed in their scientific and sociological contexts. (3-2) No prereq. Does not apply toward a major or minor in biology.

121 Human Anatomy and Physiology I (4) An introduction to biological and chemical principles as they apply to the human body. Lectures and laboratory work will cover cellular anatomy and physiology, tissues, and the following systems: integumentary, skeletal, muscular, nervous, and endocrine. (3-3) Prereq: college chemistry strongly recommended or concurrent. F, Sp, Su

122 Human Anatomy and Physiology II (4) A continuation of BIOL 121 consisting of lectures and laboratory work concerning the following systems: respiratory, cardiovascular, lymphatic, digestive, excretory, and reproductive. (3-3) Prereq: BIOL 121 required. F, Sp, Su

123 121 Human Anatomy and Physiology I Supplemental (1) This course is designed to supplement and reinforce topics covered in BIOL 121. Course is mandatory for students who have failed BIOL 121. (1-0) Co-Req: BIOL 121. F

133 Biological Concepts (4) This lecture/laboratory course will cover biological concepts in the context of current issues in biology. Students will become more familiar with the scientific method as it applies to biology. Topics to be covered include: science and ethics; evolution and biodiversity; ecology; genetics and cellular biology. The lab will reinforce concepts from lecture. The course will not apply toward a major or minor in biology. (3-2) Prereq: ENG 100 or placement in ENG 101, MATH 100 or Math placement in 111, and GENS 099 or GENS 151 or reading optional, not required. F, Sp, Su.

141 Principles of Biology (4) An introductory survey of the fundamental characteristics and processes of living organisms, including cell structure and function, energetics, genetics, development, evolution,

and ecology. Laboratories include both didactic and investigative explorations of these processes. (3-3) Prereq: Placement into ENG 100 or higher English writing course, and C or better in Math 100 or placement into higher level college math course, and science major, or consent of instructor. F, Sp

151 Botany (3) Fundamentals of plant structure and function are explored in the context of plant diversity and evolution. Consideration is given to variation in plant morphological and physiological strategies for life in a different environment. A course for majors and minors in biology. (2-2) Prereq: BIOL 141. F, Sp

152 Zoology (3) A survey of the adaptations and taxonomic relationships of the major animal phyla with emphasis on evolutionary trends. Primarily for majors and minors in biology. (2-2) Prereq: BIOL 141. F, Sp

176 Nutrition (3) A study of the nutrients, their availability in foods, mechanisms of digestion, absorption, and assimilation into body tissues. Also included will be a study of special conditions relating to nutrition. Does not apply toward a major or minor in biology. One semester college chemistry recommended. (3-0) Sp

208 Wildlife Biology (3) The course will address basic principles of wildlife ecology and their application in the management of wildlife populations. Topics include population growth, census, food habits, predation, harvesting, disease, exotic and endangered species, captive animal management, and conservation. Laboratories will include indoor and outdoor exercises in sampling, habitat evaluation, census, and wildlife observation. (2-2) F, alternate years.

215 Ecology (3) Introductory survey of the nature and importance of the interactions between organisms and their abiotic and biotic environments. Topics include energy flow, population dynamics, species interactions, community structure and development, and the use of statistics in ecological studies. (3-0) Prereq: BIOL 151 and BIOL 152. F, Sp

221 Introduction to Entomology (4) Study of insects, their structure, physiology, taxonomy, development, ecology, economic importance, and their relation to other arthropods. (3-3) Prereq: BIOL 152.

225 Biological Literature and Communication (2) This course is an introduction to scientific communication in biology. Topics covered will include the structure of primary literature in biology and outlets for communication of new knowledge in biology, concepts of basic statistical description and inference relevant to biologists, and methods for using biological databases. Hypothesis testing and the hypothetico-deductive method also will be discussed from both the standpoints of statistics and the epistemological foundations of scientific knowledge. (2-0) Prereq: BIOL 141.

251 Environmental Conservation (3) This course is designed to introduce students to the basic scientific principles needed to understand the interdisciplinary and multinational (multicultural) nature of environmental issues and concerns. Through a series of lectures, discussions, and videotapes the student will be introduced to environmental issues from scientific viewpoints as well as political, economic, social, and philosophical realms. (3-0) F, Sp

272 Medical Microbiology (3) Structure, physiology, and general characteristics of medically important microorganisms. Included will be a study of host defense mechanisms, infections of human systems, control of infection, and development of microbiological techniques. Primarily for students in nursing, dental hygiene, and respiratory therapy. (2-2) Prereq: one college chemistry course and one college course in human anatomy and/or physiology or BIOL 152 or equivalent. F, Sp

282 Heredity and Society (3) Introduction to the principles of human heredity, nature, and expression of genetic material. The medical and social implications of genetics are explored. Biology majors may not enroll. (3-0) Prereq: BIOL 105 and chemistry recommended. Sp

285 Animal Behavior (3) Using biological studies augmented with video clips, the diversity of animal behavior will be explored in the contexts of genetics, environment, ecology, and evolution. Throughout the course, the process of science will be emphasized as a way to understand animal behavior. (3-0) Prereq: one college course in biology.

305 Aquatic Biology (4) Dimensions of the physical, chemical, and biological factors of lakes, streams, and estuaries; including the study of benthos and vertebrates with emphasis on identification, classification, anatomy, physiology, and ecology. Indiana species will be emphasized but other important species will be included. Laboratory will be devoted to exploring techniques for evaluation of various aquatic parameters and the identification of organisms. (3-2) Prereq: BIOL 151 and BIOL 152. F

306 Ichthyology (4) Introduction to the study of fishes including their evolution, ecology, and conservation. The course will place a special emphasis on the North American fresh water fauna. (3-2) Prereq: BIOL 152. Sp

308 Vertebrate Biology (4) Lecture, laboratory, and field work on vertebrates; including identification, morphology, natural history, and evolution. (3-2) Prereq: BIOL 152 or consent of instructor. Sp

321 Invertebrate Zoology (4) Study of the natural history, classification, adaptation, life cycles, physiology, and anatomy of invertebrate animals. (3-3) Prereq: BIOL 152 or consent of instructor. On demand.

333 Animal Physiology (4) An in-depth systems approach will be used to study physiological processes in vertebrate animals with an emphasis on mammals. The course will focus heavily on cellular and molecular mechanisms. Laboratories will include the use of living tissues for the purpose of demonstrating concepts covered in the lecture portion of the course. (3-3) Prereq: BIOL 152, CHEM 241, or CHEM 353 or concurrently, or consent of instructor. F, Sp

334 Cell Biology (3) An examination of the organization, functions, properties, and processes of eukaryotic cells, with selected comparisons to prokaryotic cells. Topics include the structure, flow, and expression of genetic information; the cell cycle; cellular energetics; membrane structure and function including cell signaling and transport; cell compartments and molecular trafficking; and the cytoskeleton and extra cellular structures. (3-0) Prereq: BIOL 141 and CHEM 241 or CHEM 353. F, Sp

335 Mechanisms of Pathophysiology (3) A systems approach will be utilized to understand underlying mechanisms of the disease process and how these mechanisms relate to and cause overt signs and symptoms. The content will emphasize normal homeostatic controlling mechanisms, how pathophysiological mechanisms disturb homeostasis and cause dysfunction. (3-0) Prereq: one course in college physiology, BIOL 334, and one course in college chemistry or consent of instructor. Sp

336 Plant Physiology (4) The course probes the major questions of plant physiologic and biochemical function at the sub cellular, cellular, tissue, and whole-plant levels of organization. Attention also is paid to the role of plant physiological response to the biotic and abiotic environment. Lecture areas include photobiology, carbon balance, transport processes, mineral nutrition, and biochemical defense; laboratory investigations will combine classic demonstrations of plant physiological principles with modern and investigative studies. (3-3) Prereq: BIOL 151. Co-req: CHEM 241 or CHEM 353 or consent of instructor.

341 Mycology (4) Comparative study of the major groups of fungi. Survey will include morphological, ecological, and taxonomic aspects of plant parasitic, mycorrhizal, human pathogenic, and saprophytic fungi. Laboratory work will include local field trips, specimen identification, and experience in culturing various types of fungi. (2-4) Prereq: BIOL 151 or consent of instructor. F, alternate years.

342 Comparative Chordate Anatomy (5) Lecture and laboratory studies of the functional morphology of chordates, with emphasis on the concept of homology. (3-4) Prereq: BIOL 152. F

361 Plant Anatomy and Taxonomy (4) Studies on the variation within, and the relationships among selected orders and families of vascular plants represented in the Indiana flora. Microanatomy of plants will be emphasized. (2-4) Prereq: BIOL 151. F, alternate years

371 Tropical Biology (3) An extensive course designed to acquaint the student with natural biological interactions in aquatic and terrestrial environments. The course consists of a period of field study in an area remote from the local campus. Orientation prior to and following course. Prereq: BIOL 151 and BIOL 152 or consent of instructor. Su

375 Microbiology (3) The structure, physiology, identification, and significance of bacteria including an introduction to related organisms and immunology. (3-0) Prereq: BIOL 151 or BIOL 152, and CHEM 262. Co-req: BIOL 376. F

376 Laboratory in Microbiology (2) Principles and laboratory techniques used in the isolation, cultivation, and identification of bacteria. Co-req: BIOL 375. (0-4) F

378 Virology (3) A survey of the structural mechanisms of replication and pathogenic mechanisms of bacterial, plant, insect, and animal viruses. (3-0) Prereq: BIOL 272 or BIOL 334 or consent of instructor. F

382 Genetics (4) The cellular and molecular basis of gene transmission, expression, interaction, mutation, mapping, and regulation. Includes laboratory investigations using molecular and classical techniques. (3-3) Prereq: BIOL 334 and CHEM 241 or CHEM 353. BIOL 375 recommended. F, Sp

422 Immunology (3) An introduction to the concepts and applications of immunology. The course emphasizes the structure, function, regulation, and development of the immune system. Immunopathology is included. (3-0) Prereq: BIOL 334 or consent of instructor. Sp

431 General Endocrinology (3) The glands of internal secretion, including their structure, biochemistry, and physiology. (3-0) Prereq: BIOL 333, CHEM 241 or CHEM 354 recommended. F

434 Macromolecules and Metabolism (4) Biological molecules, enzymology, intermediary metabolism, and regulation of biochemical processes from a functional context. The cellular and molecular basis of selected diseases and treatment are included. (4-0) Prereq: CHEM 241 or CHEM 354; BIOL 334. F

436 Molecular Biology Techniques (4) A project-oriented laboratory course focusing on the isolation, manipulation, analysis and expression of nucleic acids using molecular biology techniques. Techniques vary among projects and typically include DNA restriction, subcloning, pcr, primer design, blot analysis, and introductory bioinformatics. Other techniques are used when appropriate. (2-6) Prereq: BIOL 382, CHEM 354 or CHEM 241, or consent of instructor. On demand.

442 Histology (4) This course is an introduction to the study of vertebrate tissues and cellular structures through the critical use of the light microscope. (2-4) Prereq: BIOL 152. F

451 Advanced Ecology (4) This course will cover advanced topics in ecology as determined by the interest of the instructor. Potential topics include behavioral ecology, microbial ecology, physiological ecology, and population ecology. Laboratories will provide opportunities to collect and analyze data germane to lecture topics. (3-3) Prereq: BIOL 215, or consent of instructor. F

461 Developmental Biology (4) This is an introduction to the study of morphogenesis and differentiation of tissues. Lecture and laboratory sessions will include an integration of classical, molecular, and evolutionary perspectives in the development of vertebrate embryos. (3-3) Prereq: BIOL 334. Sp

465 Plant Growth and Development (4) This course examines plant growth and development. Factors that affect development of the plant will be studied. The role of growth regulators, the environment, and genetics in plant growth regulation will be emphasized. The laboratory will have a strong investigative component. (3-3) Prereq: BIOL 151, BIOL 334 or consent of instructor. Alternate years.

481 Organic Evolution (3) A discussion of the science of evolution and how evolutionary theory can explain the diversity of life on earth. Topics include evidence for macroevolution, the history of evolutionary thought, adaptation, population genetics, speciation, and human evolution. As a synthesis course, contemporary issues such as the role of evolution in science education and evolutionary explanations for human behavior will be framed by appropriate scientific, historical, sociological, and psychological perspectives. (3-0) Prereq: BIOL 215; junior status in science or consent of instructor. F, Sp

482 Molecular Biology (3) Advanced topics in gene structure, expression, regulation, maintenance, and modification. Examples selected from eukaryotic, prokaryotic, and viral systems. Topics include the mapping, analysis, and manipulation of genes; the analysis and expression of genomes and proteomes; and molecular genetic applications in forensics, agriculture, industry, and medicine. (3-0) Prereq: BIOL 334, BIOL 382, and CHEM 241 or 354, or consent of instructor. Sp

490 Undergraduate Teaching (1) A course designed to give practical experience to biology majors in teaching a laboratory class. Duties involve preparation and set-up prior to class and answering student questions during the laboratory session. Design and administration of laboratory tests as well as grading homework will be a component of preparation. Students will be expected to attend staff meetings as appropriate for the course assignment. Hours do not apply to the University Core Curriculum or the biology major. Prereq: consent of department chair. F, Sp, Su

491 Special Topics in Biology (1-4) A course for biology majors in which special topics are considered in an individual or seminar format. Prereq: Consent of instructor. F, Sp, Su

492 Special Problems in Biology (1-3) Course consists of individual undergraduate research in an area of common interest to student and instructor. Prereq: Consent of instructor. F, Sp, Su

493 Biology Colloquium (2) This course will train students with research results to communicate those results to the scientific community as professionals. The focus of the course will be on rapid communication methods used in professional conferences and meetings. Oral and poster presentation methods will be covered. The culmination of

this course will be a colloquium in which student participants will present their research to the biology department and the University at large. (2-0) Prereq or Co-req: BIOL 492.

495 Senior Seminar in Biology (1) A seminar course in selected topics of current biological interest. Prereq: Consent of instructor. On demand.

CHEMISTRY AND BIOCHEMISTRY

The Department of Chemistry provides degree programs in biochemistry and chemistry. Both programs offer an American Chemical Society (ACS)-approved major for students interested in graduate programs or seeking employment in industry or other areas requiring a strong background in chemistry. The non-ACS approved chemistry degree allows flexibility for students interested in other areas while still providing a good background in chemistry. The non-ACS degree in biochemistry is well suited for students interested in medical, dental, pharmacy, or other professional schools. Coupled with the education program, the science teaching major fulfills requirements for certification as secondary school teachers in the state of Indiana. Lastly, the chemistry program provides courses that serve other degree programs at USI (including, but not limited to biology, engineering, geology, and nursing) and offers courses that meet the C3 University Core requirement in science.

Curricula

With the addition of 50 credit hours in the University Core Curriculum, the following curriculum comprises a four-year pattern. Students are encouraged to demonstrate a second-year foreign language competency.

CHEMISTRY

ACS Approved Degree

45 credit hours

Required courses:

CHEM 218	Chemistry Seminar I	1
CHEM 261	General Chemistry I	4
CHEM 262	General Chemistry II	4
CHEM 318	Chemistry Seminar II	1
CHEM 321	Quantitative Analysis	4
CHEM 353	Organic Chemistry I	4
CHEM 354	Organic Chemistry II	4
CHEM 418	Chemistry Seminar III	1
CHEM 421	Instrumental Methods of Analysis	4
CHEM 431	Biochemistry I	4
CHEM 441	Inorganic Chemistry	4
CHEM 461	Physical Chemistry I	4
CHEM 462	Physical Chemistry II	4
CHEM 499	Introduction to Research	2

NOTE: Additional electives in chemistry are recommended. Each student will complete the requirements for the major by taking courses which will best benefit individual needs as determined by counsel with an advisor.

Other required courses include:

MATH 230	Calculus I	4
MATH 330	Calculus II	4

PHYS 205	Intermediate Physics I	5
PHYS 206	Intermediate Physics II	5
BIOL 141	Principles of Biology	4
BIOL 334	Cell Biology	3

Non-ACS Approved Degree

40-41 credit hours

Required courses:

CHEM 218	Chemistry Seminar I	1
CHEM 261	General Chemistry I	4
CHEM 262	General Chemistry II	4
CHEM 318	Chemistry Seminar II	1
CHEM 321	Quantitative Analysis	4
CHEM 353	Organic Chemistry I	4
CHEM 354	Organic Chemistry II	4
CHEM 418	Chemistry Seminar III	1
CHEM 421	Instrumental Methods of Analysis	4
CHEM 441	Inorganic Chemistry	4
CHEM 461	Physical Chemistry I	4
CHEM 499	Introduction to Research	2

One course from:

CHEM 341	Environmental Chemistry	3
CHEM 351	Polymer Chemistry	3
CHEM 431	Biochemistry I	4
CHEM 453	Advanced Organic Chemistry	3
CHEM 462	Physical Chemistry II	4

Other required courses include:

MATH 230	Calculus I	4
MATH 330	Calculus II	4
PHYS 205	Intermediate Physics I	5
PHYS 206	Intermediate Physics II	5

Required courses may include: BIOL 141 Principles of Biology, 4 hours; BIOL 334 Cell Biology, 3 hours.

Chemistry Minor

27-28 credit hours

Required courses:

CHEM 261	General Chemistry I	4
CHEM 262	General Chemistry II	4
CHEM 321	Quantitative Analysis	4
CHEM 353	Organic Chemistry I	4
CHEM 354	Organic Chemistry II	4
CHEM 421	Instrumental Methods of Analysis	4

Elective courses: Selected electives from chemistry offerings as directed by advisor to bring total hours to 27–28 hours.

BIOCHEMISTRY

ACS Approved Degree

56 credit hours

Required chemistry courses:

CHEM 218	Chemistry Seminar I	1
CHEM 261	General Chemistry I	4
CHEM 262	General Chemistry II	4
CHEM 318	Chemistry Seminar II	1
CHEM 321	Quantitative Analysis	4
CHEM 353	Organic Chemistry I	4
CHEM 354	Organic Chemistry II	4

CHEM 418	Chemistry Seminar III	1
CHEM 421	Instrumental Methods of Analysis	4
CHEM 431	Biochemistry I	4
CHEM 432	Biochemistry II	4
CHEM 441	Inorganic Chemistry	4
CHEM 461	Physical Chemistry I	4
CHEM 499	Introduction to Research or BIOL 492	2

Required biology courses:

BIOL 141	Principles in Biology	4
BIOL 334	Cell Biology	3
BIOL 382	Genetics	4

NOTE: Additional electives in chemistry and biology are recommended.

Other required courses include:

MATH 230	Calculus I	4
MATH 330	Calculus II	4
PHYS 205	Intermediate Physics I	5
PHYS 206	Intermediate Physics II	5

Non-ACS Approved Degree

64-67 credit hours

Required chemistry courses:

CHEM 218	Chemistry Seminar I	1
CHEM 261	General Chemistry I	4
CHEM 262	General Chemistry II	4
CHEM 318	Chemistry Seminar II	1
CHEM 321	Quantitative Analysis	4
CHEM 353	Organic Chemistry I	4
CHEM 354	Organic Chemistry II	4
CHEM 361	Survey of Physical Chemistry	4
CHEM 418	Chemistry Seminar III	1
CHEM 421	Instrumental Methods of Analysis	4
CHEM 431	Biochemistry I	4
CHEM 432	Biochemistry II	4
CHEM 499	Introduction to Research or BIOL 492	2

Required biology courses:

BIOL141	Principles in Biology	4
BIOL 151	Botany	3
BIOL 152	Zoology	3
BIOL 334	Cell Biology	3
BIOL 382	Genetics	4

Two courses from:

BIOL 333	Animal Physiology	4
BIOL 336	Plant Physiology	4
BIOL 375	Microbiology and 376 lab	5
BIOL 378	Virology	3
BIOL 422	Immunology	3
BIOL 436	Molecular Biology Techniques	4
BIOL 461	Developmental Biology	4
BIOL 465	Plant Growth and Development	4
BIOL 482	Molecular Biology	3

NOTE: Each student will complete the requirements for the major by taking courses which will best benefit individual needs as determined by counsel with an advisor.

Other required courses include:

MATH 230	Calculus I	4
PHYS 175	General Physics I	4
PHYS 176	General Physics II	4

Biochemistry Minor

39 credit hours

Required chemistry courses:

CHEM 261	General Chemistry I	4
CHEM 262	General Chemistry II	4
CHEM 321	Quantitative Analysis	4
CHEM 353	Organic Chemistry I	4
CHEM 354	Organic Chemistry II	4
CHEM 431	Biochemistry I	4
CHEM 432	Biochemistry II	4

Required biology courses:

BIOL141	Principles in Biology	4
BIOL 334	Cell Biology	3
BIOL 382	Genetics	4

Science Teaching - Chemistry Concentration

Students who wish to become teachers at the secondary school level can declare science teaching with a chemistry concentration as their major (described under the science teaching section in this bulletin) or can declare chemistry or biochemistry as their major and complete the requirements for a minor in secondary education (described elsewhere in this bulletin).

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example, (3-1) indicates three credit hours lecture, one credit hour laboratory.

NOTE: Students may enroll in CHEM 103 or CHEM 107, but not both, for University Core Curriculum credit in science.

103 Molecules, Matter, and Me (3) This introductory chemistry class is designed to give knowledge and understanding of selected important facts and principles of chemistry. Topics such as nuclear energy, radiation, global warming, and ozone depletion are investigated. (3-0) F, Sp, Su

107 Elements in Everyday Chemistry (4) An introductory chemistry course that uses selected important facts and principles to explain interesting phenomena such as global warming, ozone depletion, nuclear energy, acid rain, etc. A laboratory experience enhances the understanding of chemistry. (3-1) F, Sp, Su

141 Principles of Chemistry (4) Selected principles and applications of inorganic, physical, organic, and biochemistry with laboratory experiments illustrating the principles covered. Prereq: working knowledge of algebra. (3-1) F, Sp, Su

175 Survey of Chemical Concepts (4) A broad introduction to chemical concepts selected to enhance the background of beginning science majors. Prereq: high school chemistry or consent of instructor. (3-1) F

218 Chemistry Seminar I (1) This course provides an introduction to chemical literature, scientific writing, and science ethics. Students will conduct literature searches and prepare outlines, summaries, and reports and give a poster presentation on various topics. Coreq: CHEM 353. (1-0) F, Sp

241 Organic/Biochemistry Principles (4) The major emphasis is on introductory principles of organic and biochemistry. Prereq: CHEM 261 and CHEM 262 or equivalent. (4-0) F

261 General Chemistry I (4) A systematic study of the essential nomenclature, hypotheses, theories, and laws of chemistry necessary for chemistry majors and minors. Some of the topics presented in the course include stoichiometry, atomic structure, thermochemistry, solutions, crystal structure, and gas laws. Coreq: MATH 111, MATH 115, or MATH 118 or consent of instructor. (3-1) F, Sp, Su

262 General Chemistry II (4) A continuation of CHEM 261 with some laboratory work in qualitative analysis. Some of the topics presented include kinetics, equilibrium, ionic equilibrium, thermodynamics, electrochemistry, and nuclear and organic chemistry. Prereq: CHEM 261 or equivalent. (3-1) F, Sp, Su

318 Chemistry Seminar II (1) Students will use online databases such as Dialog, Scifinder, and STN to research chemistry literature and patents in order to prepare scientific manuscripts and present a seminar on a chemistry literature paper. Students will also participate in mock interviews and learn about graduate school and career options. Prereq: CHEM 218, Coreq: CHEM 354. (1-0) F

321 Quantitative Analysis (4) The principles and techniques of gravimetric, volumetric, spectrophotometric, electrochemical analysis, and chromatography are developed in lecture and laboratory. Prereq: CHEM 262 or consent of instructor. (3-1) Sp, Su

341 Environmental Chemistry (3) A combination field, lecture, demonstration, and laboratory course to study the collection, analysis, and effects of chemicals in the environment. Prereq: CHEM 321 and CHEM 353, or consent of instructor. (2-1) F, odd-numbered years

351 Polymer Chemistry (3) A study of the physical chemistry of macromolecules; standard methods of polymer synthesis; chemical kinetics; and characterization and processing methods. Prereq: CHEM 354 or consent of instructor. (2-1) Sp, odd-numbered years

353 Organic Chemistry I (4) A development of the fundamentals of aliphatic and aromatic organic chemistry with special emphasis on structure and mechanism. Structure, nomenclature, and physical properties of all organic functional groups are included. Prereq: CHEM 262. (3-1) F, Sp, Su

354 Organic Chemistry II (4) A continuation of CHEM 353 including alicyclic and aromatic compounds. Prereq: CHEM 353. (3-1) F, Sp, Su

361 Survey of Physical Chemistry (4) Coverage includes selected topics from applied chemical thermodynamics, kinetics, statistical mechanics and quantum mechanics. Required expressions are developed from fundamental principles utilizing calculus. A laboratory experience providing exercises in thermodynamics, kinetics, and spectroscopy is included. Biological applications are explored in lecture and laboratory when appropriate. Prereq: MATH 230, PHYS 176 (or 206), and CHEM 321. (3-1) F

418 Chemistry Seminar III (1) Using skills gained from 218 and 318, students will write a comprehensive literature review article on an approved chemistry topic and provide an oral presentation to the class. Prereq: CHEM 318. (1-0) Sp

421 Instrumental Methods of Analysis (4) This course introduces students to the instruments and techniques used in modern chemical analysis. The course will emphasize spectrophotometry, electrochemical analysis, chromatography, and mass spectrometry, and will provide an introduction to the electronics of modern chemical instrumentation. Laboratory work provides students with experience using techniques described in this course. Prereq: CHEM 321, CHEM 354, and PHYS 176 or 206. (2-2) F

431 Biochemistry I (4) Biochemistry of amino acids, proteins, nucleic acids, lipids, carbohydrates, and the actions of enzymes. Encompasses chemical properties and techniques involved in the study of these macromolecules and their monomeric units. Prereq: CHEM 354, BIOL 334, or consent of instructor; recommended CHEM 321. (3-1) F

432 Biochemistry II (4) Continuation of 431 including major metabolic pathways with emphasis on energy considerations and interrelationships of the pathways, inorganic metabolism, acid-base balance, and hormones. Prereq: CHEM 431. (3-1) Sp

441 Inorganic Chemistry (4) Introduction to the chemistry of all the elements, developed from the principles governing atomic structure and bonding, with special emphasis on transition metal and organometallic chemistry. Prereq: CHEM 354 or consent of instructor. (3-1) Sp

453 Advanced Organic Chemistry (3) Advanced course in organic chemistry in which selected topics will be examined. Prereq: CHEM 354. (2-1) Sp, even-numbered years

461 Physical Chemistry I (4) Introduction to kinetic molecular theory, chemical thermodynamics, and kinetics. Students will explore the development of these theories from fundamental principles using multivariable calculus. Selected results from statistical mechanics also will be included. Laboratory work is designed to engage students in practical application of these theories and to expand their understanding of formal scientific communication. Prereq: CHEM 321, MATH 330, and PHYS 206. MATH 335 is recommended but not required. (3-1) F

462 Physical Chemistry II (4) Introduction to the theory of quantum mechanics including its applications to spectroscopy. As a continuation of 461 this course also will contain selected topics in thermodynamics and statistical mechanics. Students will explore the development of quantum mechanics from fundamental postulates using multivariable calculus. Laboratory work is designed to engage students in practical application of theoretical principles and to expand their understanding of formal scientific communication. Prereq: CHEM 461. MATH 335 is recommended but not required. (3-1) Sp

490 Undergraduate Teaching Experience in Chemistry (1-3) Course designed to provide students with practical exposure to and experience with the college teaching profession. Students will work closely with individual faculty to learn and experience first-hand the range of duties performed by college professors in chemistry. Students will assist faculty in activities such as laboratory instruction, exam preparation, grading, and development of course materials and exercises. Intended for academically talented chemistry majors who aspire to careers in the professorate or high school teaching. Tuition waiver provided. Prereq: Junior or senior standing plus consent of supervising instructor and department chair. This course does not satisfy any requirement in the Core Curriculum and will not be counted toward the chemistry major. F, Sp, Su

499 Introduction to Research (1-2) May be repeated up to eight hours. Original problems in experimental and theoretical chemistry. Prereq: consent of instructor and approval of department chair. F, Sp, Su

GEOSCIENCES (GEOLOGY, GEOGRAPHY)

Geology is the natural science that studies the Earth's past, present, and future. It is a field-oriented science that is observational, theoretical, and applied. Geologists at USI are trained to investigate how and why mountains, glaciers, and other natural processes evolve. We deal with issues and problems of concern to society such as climate change, pollution, and earthquakes. Knowledge of geology is an essential component for making informed decisions about regulation, protection, and development of our natural environment.

The geology program at USI is designed to develop observational, reasoning, and analytical skills that students can apply throughout life. It exposes students to the spectrum of earth materials, processes, and techniques related to the study of Earth. Curricular topics include rocks, minerals, and fossils, near-surface processes such as landslides, soil erosion, surface water, ground water, weather and climate, tectonic processes such as mountain building, earthquakes, and volcanism, and applied processes and techniques such as land use analysis and remediation, oil and gas exploration, oceanography, air photo interpretation, and geographic information systems. The practice of geology draws heavily upon knowledge gained from the study of chemistry, physics, biology, and mathematics. Because of the broad training our graduates receive, they are well-prepared for careers both directly and indirectly related to geology. Some career options require a graduate degree, and USI geology faculty members encourage students to continue their education beyond the bachelor's degree.

Geology Major

The grade of a C or better is required of all core geology courses for the major.

44 credit hours in geology distributed as:

35 credit hours of required geology courses

9 credit hours of additional geology courses

Plus 21-24 credit hours of supporting requirements as listed below:

Required Geology Courses:

GEOL 161	Physical Geology	4
or GEOL 151	Geology of America's National Parks	4
GEOL 162	Historical Geology	4
GEOL 261	Advanced Physical Geology	3
GEOL 301	Mineralogy	4
GEOL 302	Igneous and Metamorphic Petrology	4
GEOL 315	Paleontology	4
GEOL 316	Sedimentology and Stratigraphy	4
GEOL 345	Structural Geology	4
GEOL 481	Advanced Environmental Geology – Synthesis course	4

Nine additional credit hours of 300- or 400-level geology courses must be selected to reach the required total of 44 credit hours. A six- to eight-credit-hour summer field geology course completed at another school can be used to satisfy part of this requirement.

A maximum of four credit hours of GEOL 390 can be counted toward completion of the geology electives.

Supporting requirements for Geology major

PHYS 175 or 205	General or Intermediate Physics I	4 or 5
PHYS 176 or 206	General or Intermediate Physics II	4 or 5
CHEM 261	General Chemistry I	4
CHEM 262	General Chemistry II	4
MATH 230	Calculus I	4

Three additional credit hours in science or math must be selected in consultation with an advisor from an approved list to reach the required total of 21-24 credit hours in supporting requirements for the geology major.

Students also must complete the University required 124 credit hours, including the University Core Curriculum and a minimum of 39 credit hours of 300- or 400-level courses.

Geology Minor

26 credit hours

GEOL 161	Physical Geology	4
or GEOL 151	Geology of America's National Parks	4
GEOL 162	Historical Geology	4
GEOL 261	Advanced Physical Geology	3
GEOL 301	Mineralogy	4
GEOL 316	Sedimentology and Stratigraphy	4

Seven additional credit hours of 300- or 400-level geology courses must be selected to reach the required total of 26 credit hours.

Geography Minor

25 credit hours

GEOG 112	Earth Systems	3
GEOG 214	Meteorology	3
GEOG 215	Climatology	3
GEOG 330	World Geography	3
GEOL 161	Physical Geology	4
or GEOL 151	Geology of America's National Parks	4
GEOL 131	Geology, the Environment and Society	3

Six additional credit hours of 300- or 400-level courses in anthropology, economics, history, or political science must be selected to reach the required total of 25 credit hours.

Geology and Geography Courses that Satisfy University Core Requirements

GEOL 101	Prehistoric Life (C3)	3
GEOL 115	Landscapes and Geology of North America (C3)	3
GEOL 121	Geology of Gemstones (C3)	3
GEOL 131	Geology, the Environment and Society (C3)	3
GEOL 132	Volcanoes and Eruptions (C3)	3
GEOL 151	Geology of America's National Parks* (C3)	4
GEOL 161	Physical Geology* (C3)	4
GEOL 162	Historical Geology* (C3)	4
GEOL 234	The Oceans: Past, Present, and Future (C3)	3
GEOL 481	Advanced Environmental Geology (D)	4
GEOG 112	Earth Systems (C3)	3
GEOG 215	Climatology (C3)	3
GEOG 330	World Geography (C5)	3

*denotes four-hour C3 course with a lab.

Earth/Space Science (Teacher Certification)

Students who wish to become teachers at the secondary school level can declare science teaching with an earth/space science concentration as their major (described under the science teaching section in this bulletin) and complete the requirements for a minor in secondary education (described elsewhere in this bulletin).

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example, (3-1) indicates three credit hours lecture, one credit hour laboratory. Courses labeled as UCC meet the requirements of the University Core Curriculum.

Geography

112 Earth System Science (3) The study of the whole Earth as a system of many interacting parts including the solar system; the Earth's internal systems and landforms; ocean, atmospheric, and climatic systems; and global ecosystems. Applies scientific method to the study of changes within and between these systems. No prereq. (3-0) UCC, Sp

214 Meteorology (3) Lecture and laboratory studies designed to give an understanding of the physical processes responsible for daily weather. Prereq: three hours of geoscience or consent of instructor. (2-1) F

215 Climatology (3) Course covers classification and distribution of the world's climates; factors that control climate; changing climates, and predictions for the future. Prereq: GEOG 112 or GEOG 214. (3-0) UCC, Sp

221 Economic Geography (3) A geographic study of production, transportation, and exchange. Emphasis is placed on the origin, distribution, use, and trade of natural resources. Open to freshmen with consent of instructor. (3-0). On demand

330 World Geography (3) An interpretation of human activities in selected world regions. Designed to assist students in acquiring certain basic ideas and supporting facts about contemporary world geography. The course surveys the importance, geographical characteristics, and basic problems of the major regions of the world. (3-0) UCC, F, Sp

Geology

101 Prehistoric Life (3) Scientific study of the history of life on earth with emphasis on higher vertebrate groups such as reptiles and mammals. Discussion of current theories of dinosaur habits and mass extinction. No prereq. (3-0) UCC, F

115 Landscapes and Geology of North America (3) A study of the geography and geology of North American landscapes with special reference to the United States. Factors in landscape development, including climate, vegetation, erosion, glaciation, tectonics, and human influences, are explored in the context of specific regions such as the Rocky Mountains, Appalachian Mountains, and Colorado Plateau. No prereq. (3-0) UCC, F

121 The Geology of Gemstones (3) An introduction to major gemstones, their geological origin, the science of their physical properties and identification, and their role in and impact on human civilization. This course is a survey of several major concepts in physical and environmental geology through the lens of gemstones. No prereq. (3-0) UCC, F

131 Geology, the Environment, and Society (3) An examination of the controls on human activity by geology, and the impact of humans on natural geologic processes. This course is a survey of fundamental geologic processes and associated hazards (earthquakes, tsunamis, eruptions, flooding, landslides) and topics such as pollution and land-use planning. The course provides an opportunity to discuss, from a geologic perspective, the ramifications of and potential solutions to problems associated with Earth's resources (energy, minerals, water). No prereq. (3-0) UCC, Sp

132 Volcanoes and Eruptions (3) An introduction to volcanoes, their occurrence, different styles of eruption, and the processes that control volcanic activity, emphasizing the impacts of volcanism, both beneficial and destructive, to human beings and the global environment. No prereq. (3-0) UCC, F

151 Geology of America's National Parks (4) This course examines principles of physical geology through the medium of America's national parks. Parks that were designated because of their unique geologic setting will be studied to understand the full range of geologic materials and internal Earth processes. Prereq: MATH 100 or placement in MATH 111. (3-1) UCC, F

161 Physical Geology (4) Lecture and laboratory studies of the materials, internal structure, and surface features of the Earth, and the processes which have shaped them. No prereq. (3-1) UCC, F, Sp

162 Historical Geology (4) Lecture and laboratory studies of the evolution of the earth and its life forms. Techniques used to interpret Earth and life history. The concept of geologic time. Prereq: GEOL 161. (3-1) UCC, Sp

234 The Oceans: Past, Present, and Future (3) Origin and history of the oceans, including evolution of ocean basins and sea water; causes and effects of oceanic circulation; interaction of oceans and climate; the oceans as a habitat for life; and challenges of protecting oceanic environments. Problems in exploiting the oceans for mineral wealth and food. Effects of global warming and rising sea level. Prereq: GEOG 112 or GEOL 161, and working knowledge of basic chemistry and biology. (3-0) UCC, F

261 Advanced Physical Geology (3) Application of fundamental physical geology skills for majors. In this course we will focus on the observation, interpretation, and analyses of Earth materials, topographic maps, aerial photographs, geological maps, and other spatial geological data. These skills will be applied to different geological landscapes. The course has a strong field component and emphasis on written and oral communication skills in the geosciences. Prereq: GEOL 151 or GEOL 161. (2-1) F

301 Mineralogy (4) Systematic lecture and laboratory study of minerals, including their chemical composition, atomic structure, physical properties, and conditions of formation. Laboratory emphasizes crystallography, optical properties, and hand specimen identification of common rock-forming and economic minerals. Prereq: GEOL 161, CHEM 261, or consent of instructor. (3-1) F

302 Igneous and Metamorphic Petrology (4) Classification, composition, texture, and origin of igneous and metamorphic rocks. Hand specimen and thin section studies. Prereq: GEOL 301. (3-1) Sp

315 Paleontology (4) Study of geologically important fossil groups, including macroscopic invertebrates, micro fossils, and trace fossils, emphasizing classification paleoecology and biostratigraphy. Laboratory stresses identification of fossils in hand specimen and under the microscope. Prereq: GEOL 162. (3-1) F

316 Sedimentology and Stratigraphy (4) Lecture and laboratory study of composition, texture, description lithologic classification, correlation, and paleoenvironmental interpretation of sediments and sedimentary rocks. Use of subsurface data including cores and geophysical well logs. Laboratory includes thin section and field studies. Prereq: GEOL 162, GEOL 261. (3-1) Sp

345 Structural Geology (4) Descriptive, kinematic, and dynamic analysis of geologic structures including geologic map interpretation, cross-section construction, structural analysis, stress-strain relationships, graphical methods, and the use of the Brunton compass. Prereq: GEOL 162, GEOL 261, MATH 115 or higher. (3-1) Sp

351 Field Geology (4) Practice of important field techniques in field analysis of geologic materials and structures, and construction of geologic maps. Emphasis is on problem recognition, data gathering, and interpretive analysis. Prereq: GEOL 162. (3-1) F

390 Geological Field Excursion (1-3) Integrated application of geological knowledge to specific field examples. Approximately five weeks of literature investigation of a geological terrain will be followed by a field trip to the selected area. Excursions will vary in length from one weekend to two weeks. The course is intended for geology majors, and students will need to cover expenses. Prereq: GEOL 162, GEOL 261, or concurrent registration and consent of instructor. A maximum of four credit hours of GEOL 390 may be counted toward completion of the geology major. F, Sp, S

402 Volcanology (4) This course reviews the present state of knowledge about volcanic activity and hazards, with an emphasis on the methods used to study volcanoes and the significance and interpretation of volcanic rocks and deposits. Prereq: GEOL 302. (3-1) F

407 Geomorphology (4) Discussion of surface processes and landforms created by those processes. Emphasis on the evolution of landforms and the interpretation of their origins. Major topics include tectonism, volcanism, weathering and pedological applications, fluvial, eolian, coastal, karst, and glacial processes. Course includes semester-long research project applying geomorphological concepts to topics in geomorphology. Prereq: GEOL 162, GEOL 261 and GEOL 302, or permission of instructor. Recommended: GEOL 316. (3-1) F

411 Geology of Soils (4) Lecture and laboratory studies of the influence that weathering, erosion, landform, topography, climate, flora and fauna, parent material, ground water, and time has on soil development. Soil classification, profiles, composition, chemistry, fertility, and engineering properties and uses. Prereq: GEOG 112 or GEOL 131, GEOL 161, any college chemistry course. Recommended: GEOL 307. (3-1) On demand

414 Petroleum Geology (3) Lecture and laboratory exercises concerning the nature and occurrence of oil and natural gas in the earth's crust. Laboratory exercises stress the practical application of lecture material in hydrocarbon exploration and economic evaluation. Prereq: GEOL 161, GEOL 162. (2-1) On demand

415 Coal Geology and Exploration (3) Geology of coal, including environments of deposition, coal petrology, and distribution. Techniques of coal exploration, drilling, geophysical logging, mapping, and economic analysis. Prereq: GEOL 161 and a course in computer programming. On demand

421 Introduction to Geophysics (3) Survey of geophysical problems and techniques, including lecture, laboratory exercises, and literature studies. Prereq: GEOL 161, MATH 230, PHYS 176 or PHYS 206. (2-1) On demand

441 Hydrogeology (4) Behavior and properties of water in the geologic environment. Emphasis on subsurface water, including studies of flow patterns, chemistry, behavior in various geologic materials, and pollution problems. Prereq: GEOL 161, GEOL 261, CHEM 261, MATH 230, or consent of instructor. (3-1) F

445 Plate Tectonics and Crustal Evolutions (4) The nature of continents and oceans, their current tectonic movements, and the record they provide of past tectonic movements. Includes methods to determine relative and absolute plate motion, historical account of plate tectonic theory, and application of plate tectonics to the origin and development of mountain belts. Prereq: GEOL 345 and consent of instructor. (3-1) On demand

455 Global Quaternary Environmental and Geologic Change (3) This class seeks to describe and understand the changes in global and regional geologic systems and climate that occurred during the Quaternary by investigating the types of data available, the methods of data acquisition, dating techniques and methods, and the interpretations drawn from the acquired data. Prereq: GEOL 316, 407. Recommended: GEOL 315, GEOG 214 or GEOG 215 (3-0) Sp

465 Introduction to GIS (3) Survey of computer-based techniques in the storage, retrieval, analysis, and representation of spatially distributed data. Emphasis is on application of GIS technology to problems such as geologic hazard mapping, surface runoff and erosion, contaminant transport, population density, and environmental impact assessment. Prereq: GEOL 161 or GEOG 112, MATH 230 (2-1) On demand.

475 Remote Sensing and Image Analysis (3) Elements of airborne and space borne remote sensing systems, including aerial photography, radar, thermal, and multi Spectral. Emphasis on use of remotely sensed images for geological mapping, environmental monitoring, resource assessment, and land use. Prereq: GEOG 112 or GEOL 161, PHYS 176 or PHYS 206. (2-1) On demand

481 Advanced Environmental Geology (4) Selected topics dealing with environmental geology, Earth resources, and land use. The course is conducted as group discussions centered on current and classical literature followed by field experiences. Extensive individual investigation is required. Prereq: GEOL 162 and consent of instructor. GEOL 441 is recommended. (3-1) UCC, Sp

490 Seminar in Geology (1-3) Selected topics of current interest in the geologic community. Prereq: consent of instructor. F, Sp, Su

499 Independent Research (1-4) Individual research problems in an area of common interest to student and instructor. May involve field and laboratory activities, as well as literature surveys. Final report required. Prereq: consent of instructor. F, Sp, Su

PHYSICS

Physics is the study of the most basic laws of nature. Physics describes such phenomena as electricity, light, sound, magnetism, forces, energy, and heat. It is useful to all well-educated individuals, as well as being required of all science majors. Beginning physics is taught at three different levels at the University in order to accommodate students with diverse backgrounds and goals. The physics program culminates in a biophysics major, physics minor, or a secondary education certification in physics.

Minor (Physics)

24 credit hours

Required courses:

PHYS 205	Intermediate Physics I	5 hours
PHYS 206	Intermediate Physics II	5 hours
PHYS 371	Analytical Mechanics	3 hours

Elective courses: 11 hours selected from upper-division course offerings in physics as directed by advisor.

Physics (Teacher Certification)

Students who wish to become teachers at the secondary school level can declare science teaching with a physics concentration as their major (described under the science teaching section in this bulletin) and complete the requirements for a minor in secondary education (described elsewhere in this bulletin).

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example (3-1) indicates three credit hours lecture, one credit hour laboratory. (One credit hour of lab usually equals two contact hours.)

Astronomy

201 General Astronomy (4) An introduction to the basic concepts in astronomy. Use of the telescope and exercises in uranography are stressed. Prereq: Sophomore standing. (3-1)

Physics

101 Introduction to the Physical Sciences (3) Lectures and demonstrations of physics at a primarily conceptual level. Basic problem solving and the scientific method are introduced. Topics covered include Newton's Laws, energy, momentum, light, electricity, magnetism, thermodynamics, fluids, and selected topics from modern physics. (3-0)

175 General Physics I (4) Review of metric system and vectors, the laws of motion and applications, work and energy, states of matter and molecular properties, heat and thermodynamics. Calculus is not employed in the course. Prerequisite: MATH 111 and 112; or MATH 115; or MATH 118; or placement into MATH230. Co-Requisite: PHYS 175L. (3-1) UCC.

175L General Physics I Laboratory (0) Laboratory investigations of physical principles introduced in PHYS 175. Must be taken concurrently with PHYS 175. Co-Requisite: PHYS 175.

176 General Physics II (4) Wave motion and acoustics, electrostatic fields and potentials, electric current and circuit theory, magnetic fields, optics and the wave properties of light, atomic and nuclear physics. A continuation of physics 175. Prerequisite: grade of C or better in 175. Co-Requisite: PHYS 176L. (3-1) UCC.

176L General Physics I Laboratory (0) Laboratory investigations of physical principles introduced in PHYS 176. Must be taken concurrently with PHYS 176. Co-Requisite: PHYS 176.

205 Intermediate Physics I (5) An initial study of the phenomena and concepts of classical and modern physics in the areas of mechanics including energy and momentum principles, and heat and thermodynamics, with applications involving elementary calculus. An integrated laboratory serves to develop associated skills in measurement. Required of biophysics majors, minors, physics teaching majors, and engineering students. Prerequisite: Mathematics 230. Co-Requisite: PHYS 205L. (4-1) UCC.

205L General Physics I Laboratory (0) Laboratory investigations of physical principles introduced in PHYS 205. Must be taken concurrently with PHYS 205. Co-Requisite: PHYS 205

206 Intermediate Physics II (5) A continuation of Physics 205 in the areas of wave motion, acoustics, optics, electrostatics, circuit electricity, magnetism, and modern physics. Required of biophysics majors, minors, and engineering students. Prerequisites: Physics 205, Mathematics 230. Grade of C or better in PHYS 205. Co-Requisite: PHYS 206L. (4-1) UCC.

206L General Physics I Laboratory (0) Laboratory investigations of physical principles introduced in PHYS 206. Must be taken concurrently with PHYS 206. Co-Requisite: PHYS 206.

207 Intermediate Physics I Excluding Laboratory (4) PHYS 207 is identical with PHYS 205 except the laboratory is excluded. This is intended for students who have previously acquired credit for the general physics laboratory by having completed course 175 or who have the equivalent in laboratory experience. (4-0)

208 Intermediate Physics II Excluding Laboratory (4) PHYS 208 is identical to PHYS 206 except the laboratory is excluded. This is intended for students who have previously acquired credit for the general physics laboratory by having completed course 176 or who have the equivalent laboratory experience. (4-0)

311 Electric Circuit Theory (2) Direct current circuit theory. Alternating current circuit theory utilizing both methods of phasors and complex numbers. Problem solving is emphasized. Prereq: PHYS 206, MATH 230. (2-0)

314 Electronics Laboratory (3) Experimentation will be devoted to fundamental measurements of properties of electronic elements and electronic circuits. Circuits for rectification, amplification, signal generation, and logic function will be included. (0-3)

352 Scientific Programming (3) The application of computer programming to scientific problems. Students will learn how to formulate a scientific problem into a form relevant for a computer solution, and create a program that will solve the problem. Prerequisites: PHYS 206 and MATH 335 (2-1)

361 Modern Physics (3) Physics of the 20th century. Atomic and nuclear phenomena relativity and other fundamental theories. An introduction to quantum mechanics is included. Prereq: PHYS 206, MATH 330. (3-0)

371 Analytical Mechanics (3) Theory and application of Newtonian mechanics using vector calculus methods. Topics include particle dynamics, energy and momentum principles, multiparticle systems. Problem solving is emphasized. Prereq: PHYS 205, MATH 330. (3-0)

381 Electromagnetic Fields (3) Formulation of the basic theory of electric and magnetic vector fields. Electrostatic and magneto static fields in free space and in material media, and the formulation of Maxwell's equations are included. Prereq: PHYS 371, MATH 330. (3-0)

401 Physics and Human Thought (3) The course will cover some of the important ideas in physics and their relationship to other areas of human thought, e.g. philosophy, literature, and art. These relationships will be made through readings from works that have a direct connection to physics. The emphasis will be on learning the physical principles and their significance. The physical theories that will be covered include Newton's laws, energy conservation, the second law of thermodynamics, special relativity, and quantum mechanics. These theories will be framed in the context of the times in which they developed. The course will involve both the solving of "traditional physics problems" and the writing of essays relating the ideas developed in the problems to a wider context. Prereq: MATH 111 or equivalent and PHYS 101 or equivalent. (3-0)

409 Theoretical Mechanics (3) Advanced methods in mechanics and higher theoretical formulations. Matrix and tensor methods are developed. Topics include rigid body mechanics, relativistic mechanics, Lagrangian and Hamiltonian formulations. Prereq: PHYS 371, MATH 433. (3-0)

419 Electromagnetic Theory (3) Theory of the electromagnetic field from the standpoint of Maxwell's equations. Plane waves, radiation theory, and the relativistic formulation are included. Prereq: PHYS 381, MATH 432. (3-0)

429 Quantum Mechanics (3) Fundamental physical theory pertaining to the microstate of matter. Topics include quantum mechanical solutions for the harmonic oscillators, the hydrogen atom, and the angular momentum states. Prereq: PHYS 361, MATH 433. (3-0)

439 Thermodynamics (3) The first and second laws of thermodynamics; formulations, interpretations, and applications. The kinetic theory of gases and an introduction to the statistical mechanics. Prereq: PHYS 371, MATH 330. (3-0)

450 Advanced Problems in FORTRAN Programming (1) The application of the FORTRAN language to individual projects related to the individual's field of study. Prereq: MATH 330 or concurrent registration. (1-0)

471 Observational Astronomy (3) Lectures and practicum in the observation and understanding of the mechanics of the celestial sphere. Identification of the visible constellations, location, and observation of the planets, Messier objects, and solar and lunar studies. The orientation and use of the equatorial telescope will be emphasized. Two hours lecture and two hours laboratory. Prereq: ASTR 201, MATH 112 or MATH 115. (2-1)

490 Special Topics in Physics (1-3) Advanced course for physics students. Prereq: consent of instructor.

499 Research (1-2) Advanced project in physics, done under instructor supervision. Prereq: consent of instructor.

BIOPHYSICS

The Biophysics major is a highly flexible program that allows student to obtain training in biophysics as well as other complimentary subjects in the sciences. Although the program may include several science areas, it also permits the student to study one area in depth.

Major-Biophysics

74 credit hours

Requirements to earn a Bachelor of Science degree with a major in biophysics:

Required courses for major:

BIOL 141	Principles of Biology;	4
BIOL 151	Botany	3
BIOL 152	Zoology	3
PHYS 205	Intermediate Physics I	5
PHYS 206	Intermediate Physics II	5
PHYS 371	Analytical Mechanics	3
CHEM 261	General Chemistry I	4
CHEM 262	General Chemistry II	4
MATH 230	Calculus I	4
MATH 241	Principles of Statistics	3
MATH 330	Calculus II	4

Synthesis (3 hours) in consultation with advisor.

Research (3 hours) in consultation with advisor.

26 hours minimum chosen from the following list in consultation with advisor. One course must be chosen from both biology and physics.

BIOL 333	Animal Physiology	4
BIOL 334	Cell Biology	3
BIOL 336	Plant Physiology	4
BIOL 342	Comparative Chordate Anatomy	4
BIOL 382	Genetics	4
BIOL 434	Macromolecules and Metabolism	4
BIOL 436	Molecular Biology Techniques	4
BIOL 482	Molecular Biology	3
PHYS 361	Modern Physics	3
PHYS 381	Electromagnetic Fields	3
PHYS 419	Electromagnetic Theory	3
PHYS 439	Thermodynamics	3
CHEM 321	Quantitative Analysis	3
CHEM 351	Polymer Chemistry	3
CHEM 353	Organic Chemistry I	4
CHEM 354	Organic Chemistry II	4
CHEM 421	Instrumental Methods of Analysis I	3
CHEM 422	Instrumental Methods of Analysis II	3
CHEM 431	Biochemistry I	4
CHEM 432	Biochemistry II	4
CHEM 453	Advanced Organic Chemistry	3
CHEM 461	Physical Chemistry I	4
CHEM 462	Physical Chemistry II	4
MATH 331	Mathematical Models w/Applications	3
MATH 335	Calculus III	4
MATH 413	Linear Algebra	3
MATH 432	Advanced Calculus	3
MATH 433	Differential Equations	3
MATH 437	Numerical Analysis	3

Minor-Biophysics

24 credit hours

Requirements to earn a minor in biophysics are:

Complete 24 hours of advisor-approved electives at the 300/400 level from the list below: one course each must be from biology and physics.

BIOL 333	Animal Physiology	4
BIOL 334	Cell Biology	3
BIOL 336	Plant Physiology	4
BIOL 342	Anatomy	4
BIOL 382	Genetics	4
BIOL 434	Macromolecules and Metabolism	4
BIOL 436	Molecular Biology Techniques	4
BIOL 482	Molecular Biology	3
PHYS 371	Classical Mechanics	3
PHYS 381	Electromagnetic Fields	3
PHYS 419	Electromagnetic Theory	3
PHYS 439	Thermodynamics	3
CHEM 321	Quantitative Analysis	4
CHEM 351	Polymer Chemistry	3
CHEM 353	Organic Chemistry I	4
CHEM 354	Organic Chemistry II	4
CHEM 421	Instrumental Methods of Analysis	4
CHEM 431	Biochemistry I	4
CHEM 432	Biochemistry II	4
CHEM 453	Advanced Organic Chemistry	3
CHEM 461	Physical Chemistry I	4
CHEM 462	Physical Chemistry II	4
MATH 331	Mathematical Models w/Applications	3
MATH 335	Calculus III	4
MATH 413	Linear Algebra	3
MATH 432	Advanced Calculus	3
MATH 433	Differential Equations	3
MATH 437	Numerical Analysis	3

ENGINEERING

The Bachelor of Science in Engineering degree is a practical, flexible engineering program which requires a solid foundation in mathematics, physics, chemistry, and communications as well as the engineering science core. A total of 130 hours are required in the four-year Bachelor of Science in Engineering program. Fifteen hours of mathematics through differential equations, and 14 hours of chemistry and physics are required. All engineering students also must complete the University Core requirement. At least 63 hours of engineering courses are required – 33 hours of engineering core classes, including intro to engineering and intro to design, statics, dynamics, strength of materials, electrical circuits, thermodynamics, fluid mechanics, and 30 hours of engineering electives.

An engineering student can complete the program in four to five years, depending on the student's mathematical proficiency at the time of entrance to the program. The four-year track is for students who enter USI prepared for Math 230 (Calculus I) in their first semester. Those students who do not enter the program ready for Math 230 will take an additional three to eight hours of mathematics courses necessary to raise their mathematical abilities to a required level and three to six hours of additional engineering courses designed to improve their problem-solving skills.

The engineering degree program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). In addition to full course offerings in the daytime, courses in the engineering curricula are regularly offered at night to accommodate students whose personal schedules limit their access to daytime course offerings. Cooperative education opportunities are available to students enrolled in engineering. The co-op experience is designed to assist the student in developing an understanding of human relationships and in learning to work with others as a member of an engineering team. Individual growth is enhanced by the realization that, in addition to demonstrating theoretical knowledge, one also is learning to become an integral part of the working interrelationship between the academic and professional worlds. On the job and at the University, the co-op student obtains first-hand knowledge of professional practices, expectancies, and opportunities. At the same time, the student is offered a realistic test of career interest and aptitude. Participation in this program enables the student to make a more intelligent selection of a position after graduation.

In accord with the University's transfer policy (found in the undergraduate admission requirements and regulations section), the faculty of the engineering department examine on a case-by-case basis the transcripts of students transferring from other institutions. Failure to achieve a grade of C or better in a required engineering course at another institution will necessitate repeating the course.

Petition for permission to waive any program requirements must be approved by the chair of the engineering department. After admission into the engineering program, required engineering courses may be taken at another institution for transfer of credit only when approved in advance by both the student's advisor and the department chair.

The Engineering Curriculum

A student majoring in engineering must satisfactorily complete the following required engineering courses for the Bachelor of Science in Engineering:

ENGR 101	Engineering Orientation	1
ENGR 107	Introduction to Engineering	3
ENGR 108	Introduction to Design	3
ENGR 225	Thermodynamics	3
ENGR 235	Statics	3
ENGR 255	Electrical Circuits	4
ENGR 275	Dynamics	3
ENGR 335	Engineering Economics	3
ENGR 355	Strength of Materials	4
ENGR 375	Fluid Mechanics	3
ENGR 435	Engineering Statistics	3
ENGR 491	Senior Design	3

Prerequisites for the engineering courses are listed in the catalog and the USI web site. In addition, at least 30 hours of engineering technical electives are required. At least 23 hours of upper-division courses (300-400 level) must be incorporated into the electives. The engineering electives must include courses with significant design components to them. A maxi-

mum of six credits towards the 30 credit hour engineering technical elective requirement may be taken from ENGR 298, 299, 390, and 499. A minimum 2.0 grade point average must be attained in engineering courses.

Depth

An engineering student must complete at least one design sequence in a selected emphasis or option - civil, mechanical, industrial, electrical, or mechatronics. This design sequence will consist of at least three courses (at the 300 or higher level) in analysis and design. Complementing this experience, students will complete the senior design course (ENGR 491) which incorporates design elements with other realistic constraints such as economic, environmental, safety, and ethical factors, as well as social impact.

Breadth

An engineering student may elect classes from civil, mechanical, industrial, or electrical areas. These classes will be determined with the help of an engineering advisor, and will allow the student the opportunity to gain a breadth of study in more than one emphasis. Regardless of the path selected, the design experience must be completed.

The objectives of the Bachelor of Science in Engineering program are as follows:

- Graduates will demonstrate the ability to use engineering fundamentals and current technology to meet regional, national, and global needs.
- Graduates will effectively communicate with other professionals and the public to ensure successful execution of engineering projects.
- Graduates will practice engineering in an ethical matter and recognize and resolve ethical concerns to protect the common welfare.
- Graduates will have sufficient breadth of knowledge to successfully manage engineering projects using teamwork and leadership.
- Graduates will exhibit critical thinking skills to analyze data, design and develop processes and systems, and implement cost-effective solutions.
- Graduates will actively engage in life-long learning, which may include graduate pursuits, professional licensure, and contributions to their specialty.

Curriculum for Bachelor of Science in Engineering Degree Four-Year Program

FIRST YEAR

Fall Semester

ENGR 107	Intro to Engineering	3
MATH 230	Calculus I	4
CHEM 261	General Chemistry I	4
ENG 101	Rhet. & Comp I	3
CMST 101	Intro. to Public Speaking	3
ENGR 101	Engr. Orientation	1
		18

Spring Semester		
ENGR 108	Introduction to Design	3
MATH 330	Calculus II	4
PHYS 205	Inter. Physics I	5
ENG 201	Rhetoric & Composition II	3
UCC	B3	<u>1</u>
		16

SECOND YEAR		
Fall Semester		
MATH 335	Calculus III	4
PHYS 206	Inter. Physics II	5
ENGR 225	Thermodynamics	3
ENGR 235	Statics	3
UCC	B3	<u>1</u>
		16

Spring Semester		
ENGR 275	Dynamics	3
ENGR 255	Electrical Circuits	4
MATH 433	Differential Equations	3
(or for IE)		
MATH 413	Linear Algebra	3
UCC	B2 or ENGR Elective	3
UCC	C2	<u>3</u>
		16

THIRD YEAR		
Fall Semester		
ENGR 355	Strength of Materials	4
ENGR	Elective	3
ENGR	Elective	3
ENGR	Elective	3
UCC	C1	<u>3</u>
		16

Spring Semester		
ENGR 375	Fluid Mechanics	3
ENGR 335	Engineering Economics	3
ENGR	Elective	3
ENGR	Elective	3
UCC	C5	3
UCC	C4	<u>3</u>
		18

FOURTH YEAR		
Fall Semester		
ENGR	Elective	3
ENGR	Elective	3
ENGR 435	Engineering Statistics	3
UCC	B1	3
UCC	C4	<u>3</u>
		15

Spring Semester		
ENGR 491	Senior Design	3
ENGR	Elective	3
ENGR	Elective	3
ENGR	Elective or UCC B2	3
UCC	C2	<u>3</u>
		15

Notional Curriculum for Bachelor of Science in Engineering Degree Five-Year Program*

FIRST YEAR		
Fall Semester		
ENGR 103	Principles of Problem Solving	3
MATH 118	Comprehensive Pre-calculus	5
ENG 101	Rhetoric & Composition I	3
PHYS	Elective	3
or		
UCC	C2	
UCC	B3	1
ENGR 101	Engineering Orientation	<u>1</u>
		16

Spring Semester		
ENGR 104	Applied Problem Solving	3
MATH 230	Calculus I	4
CMST 101	Intro. to Public Speaking	3
UCC	C2	3
UCC	B3	<u>1</u>
		14

SECOND YEAR		
Fall Semester		
MATH 330	Calculus II	4
ENGR 107	Introduction to Engineering	3
PHYS 205	Intermediate Physics I	5
ENG 201	Rhetoric & Composition II	<u>3</u>
	15	

Spring Semester		
ENGR 108	Introduction to Design	3
PHYS 206	Intermediate Physics II	5
MATH 335	Calculus III	4
UCC	B1	3
or		
ENGR	Elective	<u>3</u>
		15

THIRD YEAR		
Fall Semester		
CHEM 261	Gen. Chemistry I	4
UCC	B2	3
ENGR 235	Statics	3
ENGR 225	Thermodynamics	<u>3</u>
		13

Spring Semester		
UCC	C2	3
or		
UCC	C5	3
ENGR 255	Electrical Circuits	4
ENGR 275	Dynamics	3
MATH 433	Differential Equations	3
(or for IE)		
MATH 413	Linear Algebra	<u>3</u>
		13

FOURTH YEAR		
Fall Semester		
ENGR 355	Strength of Materials	4
ENGR	Elective	3
ENGR	Elective	3
ENGR	Elective	3
UCC	C1	<u>3</u>
		16

Spring Semester		
ENGR 375	Fluid Mechanics	3
ENGR	Elective	3
ENGR	Elective	3
ENGR 335	Engineering Economics	3
UCC	C4	<u>3</u>
		15

FIFTH YEAR

Fall Semester		
ENGR 435	Engineering Statistics	3
ENGR	Elective	3
ENGR	Elective	3
UCC	C4	3
UCC	C5 (if not taken)	<u>3</u>
		12-15

Spring Semester		
ENGR 491	Senior Design	3
ENGR	Elective	3
ENGR	Elective	3
ENGR	Elective	3
or		
UCC	B1	<u>3</u>
		12

*Curricula for students who are not ready for Math 230 upon program entry will vary depending upon the needs of the incoming student. Such a curricula can vary in length and make-up but will include at a minimum all requirements of the four-year degree program. A sample five-year program is shown.

Course Descriptions

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example (3-1) indicates three credit hours lecture, one credit hour laboratory.

Engineering Core

101 Engineering Orientation (1) Presentation and discussion of current professional engineering topics by faculty and guest lecturers. Student club meetings also are held during this class period. Required of all new full-time engineering, advanced manufacturing and industrial students. No prereq.(1-0)

107 Introduction to Engineering (3) This course introduces students to a systematic, engineering problem-solving method. Problems have been selected to preview many of the engineering courses that the students will take as sophomores, including statics and electrical circuits. A large portion of this course is dedicated to formulating problems for computer solutions using methods such as flowcharting that can be applied to any programming language. Additionally, students learn computer programming using VISUAL BASIC and MATLAB. Co-req: MATH 230 or consent of instructor.(0-6)

108 Introduction to Design (3) In this course students will learn engineering design, design process, reverse engineering, and management design projects. This is achieved by multi-week, team-oriented, hands-on design projects in the areas of civil, electrical, industrial and mechanical engineering. Simultaneously, the students learn engineering graphics and computer-aided drafting (CAD), and develop skills in engineering communications, including technical writing and oral presentations. Students also will document and defend their projects. Prereq: ENGR 107 minimum grade of C.(0-6)

225 Thermodynamics (3) Introduction and application to the laws of thermodynamics; analysis of closed and open systems; introduction to heat transfer, carnot principle, engine power plants, and refrigeration applications. Prereq: PHYS 205 and MATH 230.(3-0)

235 Statics (3) Fundamentals of engineering mechanics including forces acting on bodies at rest as they apply to equilibrium of coplanar force systems, analysis of frames and trusses, non-coplanar force systems, friction, centroids, and moments of inertia. Emphasis is placed on drawing a free-body diagram, determining the equilibrium equations, and developing a logical scheme for complete analysis of an engineering statics problem. Prereq: PHYS 205. Co-req: MATH 330.(3-0)

255 Electric Circuits (4) Introduction to electric circuit theory and analysis for engineering majors. Topics covered include D.C. Circuits, A.C. Circuits, mesh and nodal analysis, Norton's and Thevenin's equivalent circuits, source conversions, impedance calculations, maximum power transfer, phasor and sinusoidal steady state responses. Prereq: MATH 230.Co-req: PHYS 206.(3-3)

275 Dynamics (3) Kinematics and kinetics of particles and rigid bodies using vector analysis. Topics include: force, mass, acceleration, work and energy, impulse, and momentum. Prereq: ENGR 235 and MATH 230.(3-0)

335 Engineering Economics (3) This course is designed to provide information on the scope and application of various numerical techniques and evaluation criteria for making economic decisions. Interest rates, cash flows, depreciation, and tax implications will be covered. Methods such as present worth, annual worth, future worth, and rate-of-return will be used to make comparisons between alternatives. Prereq: Sophomore standing and either MATH 215 or MATH 230.(3-0)

355 Strength of Materials (4) A study of stress-strain relationship for axial, torsion, shearing, and bending loads; deflection of beams; connections; combined loadings; statically indeterminate members; and plane stress. The laboratory experience will include material testing to determine physical and mechanical properties that will reinforce the principles studied. Prereq: ENGR 235 and MATH 230.(3-3)

375 Fluid Mechanics (3) Fundamentals of fluid mechanics including application of Bernoulli's equation for incompressible flow, hydrostatic forces on gates, dynamics of fluid flow, friction loss and drag, sizing of pipes and pumps, and turbo machinery. The laboratory portion requires students to design experiments to evaluate specific fluid principles and concepts with subsequent completion to reinforce the understanding of the material. Prereq: ENGR 235 and MATH 330.(2-3)

435 Engineering Statistics (3) Calculus-based examination of descriptive and inferential statistics. Topics covered include population and sample data analysis, discrete random variables, continuous random variables, frequency distributions, probability, hypothesis testing, analysis of variance, regression, and correlation. Computer applications for problem solution are required. Prereq: ENGR 107, MATH 335 and junior standing.(3-0)

491 Senior Design (3) A course which provides an opportunity for synthesis of technical, professional, and general knowledge for engineering students. Design problems provided by industrial sponsors are studied by small teams of students to develop solutions using engineering design, while considering realistic constraints such as economic factors, safety, reliability, aesthetics, ethics, and social impact. Formal written and oral reports to faculty, industrial sponsors, and invited guests are required. Prereq: senior standing in engineering and consent of department chair.

Engineering Electives

Industrial Engineering Emphasis Electives

311 Operations Research (3) This course will include linear programming, model formulation, the simplex method, duality, sensitivity analysis and transportation/assignment model application. Other topics of study will be integer programming and the branch-and-bound method, which will lead to dynamic (recursive) programming. The course will conclude with network modeling, and decision analysis under uncertainty and risk. Prereq: Junior standing in Engineering. (3-0)

315 Process Improvement (3) This course will include operations analysis, manual, cognitive, workplace, equipment, tool and environment design, methods of time study, performance ratings, and standards development will be included. The course will also cover safety, ergonomics, and safety management. Prereq: Junior standing in Engineering.(3-0)

411 Simulation Modeling and Analysis (3) This course is designed to introduce the fundamentals of simulation and systems modeling. During the course, the student will gain experience in formulating an appropriate simulation model for a system, implementing the model as a computer program, and evaluating the output of the model. Topics covered include Monte Carlo techniques, sampling from and identifying stochastic distributions, methods of estimating performance measures from simulation outputs, practical applications, and procedures for validating and verifying simulation models. Special purpose simulation languages such as Arena and SIMAN will be utilized. Systems models will also be constructed using Microsoft Excel software. Prereq: Junior standing in Engineering and ENGR 435. (2-3)

412 Production and Inventory Control Systems (3) This is an introductory course in the area of production and inventory control systems. Topics to be covered include a general introduction to inventory management and production planning decisions, economic order quantities, heuristics and models for probabilistic and time-varying demand patterns, coordinated replenishment systems, aggregate planning and supply chain. The principles of lean, Six-Sigma, Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP) will also be discussed. Prereq: Junior Standing in Engineering and ENGR 435.(3-0)

414 Process and Facility Design (3) This course develops an understanding of key strategic issues on facility design (e.g., product flow and waste elimination). Emphasis is on designing lean industrial facilities through the design of value-added manufacturing/assembly, material handling, and storage operations and the implementation of effective manufacturing support systems. Two other topics to be covered are plant layout and facility location. Special attention is given to the plant layout topic as it is critical to ensure continuous product flow. Case studies and practical examples are used to illustrate the application of the theoretical concepts taught in class. Prereq: ENGR 435.(3-0)

417 Project Management (3) This course provides students with a broad overview of the techniques of project management from an engineering perspective. Topics will include a structured approach to project management, project life cycle, project selection and evaluation, organizational concepts in project management, project planning, conflict and negotiation, budgeting and cost estimation, scheduling, resource allocation, monitoring, project control and project termination. The objective is to gain insight into organizational issues and learn quantitative methods that are necessary for successful project management. The course has a strong emphasis on team work and student project presentations. Special purpose software such as Microsoft Project will be utilized. Prereq: Junior standing in Engineering. (3-0)

419 Transportation and Logistics (3) This course provides an overview of key concepts in supply chain management directly related to transportation and logistics. Emphasis is on the strategic importance of creating value in those areas (i.e., transportation and logistics) through the systematic study of theoretical principles in transportation management, distribution, and warehousing. The adoption of best practices including the use of third-party logistics providers (3PL) is also covered. The role of information technology to enable improvements in transportation and warehousing is reviewed. Case studies and practical examples are extensively used to illustrate how to address operational issues in transportation, distribution, and warehousing to effectively increase supply chain responsiveness and performance and improve customer satisfaction. Prereq: ENGR 435.(3-0)

Civil Engineering Emphasis Electives

221 Surveying (3) Care and use of tapes, level, transit, electronic distance measuring equipment and data collector; differential leveling, traversing, closure and area computations, reduction and plotting of field notes of topographic surveys. Prereq: ENGR 107 and MATH 230. (2-3)

321 Soil Mechanics (3) Physical and index properties of soil, soil classification, soil-water interaction, stresses, settlement, and shear strength will be studied. Laboratory experiments will include Atterberg Limits, grain size analysis, shear strength, consolidation, and Proctor tests. Prereq: ENGR 355.(2-3)

323 Transportation Engineering (3) Introduction to transportation and the planning of transportation systems. Highway and airfield design criteria. Operational characteristics of transportation systems. Prereq: ENGR 222 and ENGR 321.(3-0)

324 Construction Materials and Estimating (4) A study of aggregates, concrete, steel, wood, and asphaltic materials, including concrete mix design. Additional subject matter covered will be characteristics, capabilities, and operating costs of equipment; estimation of construction costs; field inspection practices and responsibilities. Prereq: Junior standing.(3-3)

325 Structural Analysis (4) Classification of structures, loads, reactions, shear and moment diagrams, trusses, framed structures, influence lines, moving loads, deflections, and analysis of statically indeterminate structures, including moment distribution. Prereq: ENGR 355.(3-3)

422 Reinforced Concrete Design (4) Design of reinforced concrete structures for bending, shear and diagonal tension, axial load and bending, development lengths and splices, including retaining walls and reinforced concrete foundations. Prereq: ENGR 325.(3-3)

426 Steel Design (4) Design of steel structures for tension members, beams and columns, bolted and welded connections, including plate girders using the latest LRFD specifications. Prereq: ENGR 325.(3-3)

427 Geotechnical Engineering Design (3) Topics that will be studied include bearing capacity, isolated and combined footing design, lateral earth pressure, retaining wall design, pile and pier design, slope stability, and design of foundations for seismicity. Professional and ethical responsibility and legal ramifications of design problems also will be considered. Prereq: ENGR 321 and ENGR 422.(3-0)

428 Environmental Engineering (4) Study of environmental systems, water/air/soil resources, environmental legislation, and design of pollution control equipment. Topics include legislation review, water chemistry, water treatment, wastewater treatment, air pollution abatement, solid waste management, and hazardous waste treatment. Prereq: ENGR 375 and CHEM 261.(3-3)

429 Water Resources (4) Study of the hydrologic cycle. Topics include precipitation analysis, infiltration analysis, groundwater flow, unit hydrograph development, hydrologic probabilities, and flow measurement. This course will consider both design of water use and water excess management facilities. Prereq: ENGR 375.(3-3)

Electrical Engineering Emphasis Electives

241 Digital Logic (3) This course teaches the basics of digital logic by using computer simulations and circuit construction in laboratory experiments. Binary, octal, and hexadecimal number systems are investigated, and basic logic gates (AND, OR, NAND, NOR, and INVERTER) are discussed. Flip-flops, multiplexers, and various memory devices and their uses in logic circuitry are studied. Prereq: MATH 111 or MATH 118.(2-3)

343 Electronics (3) This course introduces the three basic discrete devices: the diode (both pn and zener), the bipolar junction transistor, and the field effect transistor. Device modeling, biasing techniques, frequency response, h parameters and amplifier design are discussed. Prereq: ENGR 255.(2-3)

344 Integrated Circuits (3) This course addresses integrated circuits such as operational amplifiers, 555 timers, silicon-controlled rectifiers and associated triggering devices, and their uses in electronic circuits. Emphasis is placed on circuit construction and communication skills by the use of class projects and associated technical reports and oral presentations. Prereq: ENGR 343.(2-3)

345 Advanced Electrical Circuits (3) Advanced electrical circuits elective course for engineering majors. Topics covered include poly-phase circuits, complex frequency and Laplace Transform, s-domain circuit analysis, series and parallel resonance, and Fourier frequency analysis. Course stresses network theorems, solution of time and frequency-domain problems. Course coverage includes transient analysis by classical and transform methods as well as basic concepts of steady-state AC circuit analysis. Prereq: ENGR 255 and MATH 330.(3-0)

347 Microcomputer Engineering (3) An introduction to the concepts of microcomputers and microcontrollers including system architecture, addressing modes, assembly language programming, fixed point arithmetic, data structures and stacks, subroutines, high-level compilers, and integrated development environments. Prereq: ENGR 241.(2-3)

349 Electrical Machines (3) D.C. motors and generators, induction and synchronous motors, and generators for single-phase and three-phase systems are studied; course emphasis is on common applications, principles of operation, and performance characteristics. Prereq: ENGR 255 and Co-req: ENGR 345.(2-3)

443 Linear Control Systems (3) A study of the fundamental concepts of linear automated control of physical systems. The course includes the following areas of study: mathematical modeling, block diagrams, frequency response analysis, root-locus analysis, time-domain analysis, stability analysis, compensation techniques, controller design, and interface transducers. Prereq: ENGR 345.(3-0)

445 Signals and Systems (3) Classification, analysis, and design of systems in both the time- and frequency-domains. Continuous-time linear systems: Fourier Series, Fourier Transform, bilateral Laplace Transform. Discrete-time linear systems: difference equations, Discrete-Time Fourier Transform, bilateral z-Transform. Sampling, quantization, and discrete-time processing of continuous-time signals. Prereq: ENGR 255.(2-3)

447 Embedded Systems Design (3) This course involves the design of firmware and hardware for microprocessor-based systems, including analog and digital interfaces, system architecture, memory system design, IO structure and handshaking protocols, interrupts, timers, parallel and serial subsystems, and analog-to-digital conversion. Prereq: ENGR 347.(2-3)

448 Software Engineering (3) An introduction to software engineering principles, with emphasis on the methods, processes, tools, and metrics needed to develop quality software products and systems. Prereq: Junior standing.(2-3)

449 Electrical Power (3) Fundamental concepts of power system analysis, transmission line parameters, basic system models, steady state performance, network calculations, power flow solutions, fault studies, symmetrical components, operating strategies and control. Industry standard software, like ETAP, will be used in the course. Prereq: ENGR 349.(2-3)

Mechanical Engineering Emphasis Electives

290 High Altitude Ballooning (1) Participation in an end-to-end engineering project as part of a team to prepare, launch, track, and recover a high-altitude helium-filled weather balloon which will carry a number of devices and experiments. Each student will be expected to contribute to at least one device or experiment, and to participate in other aspects of the pre-flight and post-flight experience. Oral presentations will be required pre-flight and post-flight. Prereq: Consent of instructor.(1-1)

362 Manufacturing (3) Two hours lecture, two hours lab. An introduction to the design and implementation of contemporary manufacturing systems. Single and multiple station, manual, mixed mode, automated, and flexible manufacturing systems are covered. Numerical analysis of these systems to determine production rates, product cost, defect rates, and efficiency will be performed. In the laboratory students will learn to program and operate various types of production hardware including robots and CNC machines. Prereq: Junior standing in engineering or consent of instructor.

363 Vibrations (3) Two hours lecture, three hours lab. An introduction to vibration theory, including the modeling and analysis of oscillatory phenomena found in linear discrete and continuous mechanical systems. This course will introduce noise and vibration control as an application of vibrations theory. A hands-on laboratory will greatly enhance the learning experience and bridge the gap between theory and practice. Prereq: ENGR 275 and MATH 433.

364 Machine Design I (3) Three hours lecture. The design and analysis of mechanical systems considering theories of static failure, fatigue, impact loading, and fracture mechanics; with a special emphasis placed on material selection. Prereq: ENGR 355.

365 Modeling Dynamic Systems (3) Three hours lecture. Introduction to unified approach to lumped-element modeling and analysis of mechanical, electrical, hydraulic, and mechatronic systems. Topics include graphical modeling using band graphs; formulation of state-space equations; analysis of linear systems; determination of time and frequency domain response of such systems to transient and periodic inputs, block diagram representation of dynamic system using Laplace Transforms; and integration into feedback control systems. Prereq: ENGR 255, ENGR 275, and MATH 433.

366 Dynamics of Machinery (3) Three hours lecture. The synthesis and analysis of mechanical linkages and cams. Prereq: ENGR 275.

463 Heat Transfer (3) Three hours lecture. An investigation into heat transfer and the formulation of the fundamental principles and laws that govern conduction, convection, and radiation for both steady state and transient conditions with their application in the analysis and design of actual processes and heat exchanges. Prereq: MATH 433, ENGR 225, and ENGR 375.

465 Fluid/Thermal Design (3) Two hours lecture, three hours lab. Application of the fundamental principles of heat transfer and fluid flow in the engineering analysis and design of fluid thermal systems (piping layouts, air conditioners, heat exchangers, power plants, solar and wind power, compressors, etc.). Prereq: ENGR 375 and ENGR 463.

466 Machine Design II (3) Two hours lecture, two hours recitation. Engineering design and analysis of fundamental mechanical machine elements; including fasteners, gears, bearings, brakes, shafts, couplings, and flywheels. Synthesis of a machine containing two or more fundamental components. Prereq: ENGR 364. Co-req: ENGR 366

473 Introduction to Control Systems (3) Three hours lecture. An introduction to the fundamentals of feedback control system design and analysis with emphasis given to frequency domain methods. Modeling, transfer functions, block diagrams, stability, and system specification will be reviewed. The Bode Ideal Cutoff design method will be thoroughly examined and compared to other techniques including root locus and PID control. Includes computer simulations using MATLAB. Prereq: ENGR 345 or ENGR 365 or ENGR 445, and MATH 433.

Other Engineering Electives

298 Service Learning – Leadership & Mentoring in Engineering (1) This course will allow the engineering student to work with high school students in project Lead the Way. Concepts involved will be team leadership, teaching and mentoring. A report of activities will be required at the end of the semester. Prereq: Junior or senior standing in engineering.

299 Co-op Experience (1) Approved investigation undertaken coincident with the co-op assignment. Evaluation based on a formal report submitted by the student. Prereq: Sophomore standing and consent of department chair.

373 Optics (3) An introductory course in optics covering wave propagation, interaction of electromagnetic radiation with matter, geometrical optics, polarization, interference, and diffraction. Supplementary topics from modern optics such as lasers, detectors, fiber optics, optical communications, imaging, and storage also included. Prereq: PHYS 206 and MATH 433, or consent of instructor.(3-0)

382 SCADA Systems Design (3) (2-3) This course covers the analysis and design of modern industrial control systems. Continuous control concepts such as loop stability and error minimization are examined through the study of proportional, integral, derivative, and advanced control algorithms and process loop tuning methods. Discrete control concepts are explored through the application of programmable logic controller situations. PC-based data acquisition and instrumentation systems also are developed. Prereq: Junior standing in engineering or a related discipline.

390 Special Design Projects (3) An independent study course requiring the student to complete an assigned design project under the guidance of a faculty member. The project will require application of various analytical methods and the use of computer models or laboratory facilities. A written report is required upon completion of the design

project. Prereq: Junior standing and consent of instructor and department chair.

436 Intermediate Statistics and Quality (3) This course will include topics such as multiple regression, regressor significance tests, variable selection methods model adequacy and complications caused by multicollinearity. Additional topics will be Analysis of Variance (ANOVA), statistical quality control, and nonparametric statistical methods. Co-listed as Math 436. Prereq: ENGR 435.(3-0)

471 Engineering Design and Analysis (3) Application of the professional method to the formulation and design solution for real-world, industry-type problems. Student teams will utilize their knowledge of engineering principles as well as social and economic issues to develop, analyze, and evaluate proposed designs using experimental, computer, and numerical techniques. Prereq: Senior standing in engineering and consent of instructor.(3-0)

482 Engineering Organization and Management (3) An examination of the fundamental concepts of management in engineering organizations with emphasis on the relationships among types of engineering work, type of organizational structures, and managerial responsibilities. Includes study of motivation, time management, oral and written communications, engineering ethics, and lifelong learning. Prereq: Junior standing.(3-0)

499 Independent study/Research (1-3) Independent study or research into selected Engineering topics conducted under the guidance of faculty mentors. Prereq: Consent of instructor and department chair.

Other Engineering Courses

103 Principles of Problem Solving (3) Two hours lecture, two hours recitation/lab. Problem solving method in geometry, trigonometry, force vectors, energy, equation of linear, exponential, and power data, unit conversions, laboratory and report. Co-req: MATH 118 or MATH 111.

104 Applied Problem Solving (3) Two hours lecture, two hours lab. Problem solving using computers, flowcharts, and computer programming. Prereq: ENGR 103 minimum grade of C.

ADVANCED MANUFACTURING

Baccalaureate Degree

The Bachelor of Science in Advanced Manufacturing will be comprised of 128 credit hours in three content areas: 51 hours of University Core Curriculum (UCC); seven additional hours of physical science and mathematics; and 70 hours of advanced manufacturing technology and/or engineering courses.

Technology courses emphasize advanced manufacturing techniques in areas such as robotics; industrial control systems (programmable logic controllers); advanced manufacturing; work cell and systems design; and human factors design.

FIRST YEAR

Fall Semester

ENG 101	Rhetoric and Composition I	3
TECH 103	Materials and Manufacturing Processes	3
MATH 118	Comprehensive Pre-calculus	5
TECH 121	CAD Fundamentals	3
ENGR 103	Principles of Problem Solving	3
ENGR 101	Engineering Orientation	1
		18

Spring Semester		
ENG 201	Rhetoric and Composition II	3
PHYS 175	General Physics I	4
MATH 215	Survey of Calculus	3
CMST 101	Introduction to Public Speaking	3
ENGR 104	Applied Problem Solving	3
		<u>16</u>

SECOND YEAR

Fall Semester		
PHYS 176	General Physics II	4
TECH 261	Fundamentals of Instrumentation	2
TECH 275	Safety in Manufacturing	3
TECH 211	Mechanics for Technology	4
TECH 331	Statistics in Manufacturing	3
		<u>16</u>

Spring Semester		
TECH	Elective	3
ENG 210	Technical Writing	3
CHEM 175	Survey of Chemical Concepts	4
TECH 212	Strength of Materials	3
TECH 272	Robotics	3
		<u>16</u>

THIRD YEAR

Fall Semester		
ENGR 382	SCADA Systems Design	3
TECH 351	Thermodynamics and Heat Transfer	3
TECH 385	Electrical Machines and Distribution	3
TECH 362	Manufacturing	3
PED	Physical Activities Core Course	1
UCC	University Core Elective	3
		<u>16</u>

Spring Semester		
ENGR 335	Engineering Economics	3
TECH 367	Advanced Manufacturing	3
TECH 343	Servo and Non-Servo Hydraulics	3
ECON	Economics Elective	3
PED	186 Wellness/Fitness Appraisal	1
UCC	University Core Elective	3
		<u>16</u>

FOURTH YEAR

Fall Semester		
TECH 4XX	Human Factors in Manufacturing	3
TECH 401	Work Cell and Production Systems Design	3
UCC	University Core Elective	3
UCC	University Core Elective	3
UCC	University Core Elective	3
		<u>15</u>

Spring Semester		
ENGR 482	Engineering Organization and Management	3
TECH 471	Senior Project	3
TECH 411	Materials	3
UCC	University Core Elective	3
UCC	University Core Elective	3
		<u>15</u>

INDUSTRIAL SUPERVISION**Baccalaureate Degree**

The industrial supervision program has been developed to prepare a high-quality professional supervisor of employees in an industrial setting. The program is a blend of a basic technical core, the business core courses, and a series of technical and management courses designed to produce graduates for a variety of supervisory positions in industrial enterprises. Industrial Supervision graduates are prepared to seek employment as foremen, plant/maintenance supervisors, production supervisors, project coordinators, quality control specialists, technical service and sales representatives, technical writers, and many other related positions.

FIRST YEAR

First Semester		
ENG 101	Rhetoric & Composition I	3
MATH 118	Comprehensive Pre-calculus	5
TECH 121	CAD Fundamentals	3
TECH 103	Materials & Processes	3
ENGR 103	Principles of Problem Solving	3
ENGR 101	Engineering Orientation	1
		<u>17</u>

Second Semester

ENG 201	Rhetoric & Composition II	3
PHYS 175	General Physics I	4
CIS 151	Computer Applications	3
MATH 215	Survey of Calculus	3
ENGR 104	Applied Problem Solving	3
		<u>16</u>

SECOND YEAR

First Semester		
PHYS 175	General Physics II	4
ACCT 201	Accounting Principles I	3
TECH 261	Fundamentals of Instrumentation	2
ECON 208	Microeconomics	3
PSY 201	Introduction to Psychology	3
TECH 275	Safety in Manufacturing	3
		<u>18</u>

Second Semester

ENG 210	Technical Writing	3
ACCT 202	Accounting Principles II	3
ECON 265	Elementary Statistics	3
ECON 209	Macroeconomics	3
TECH 272	Robotics	3
CMST 101	Introduction to Public Speaking	3
		<u>18</u>

THIRD YEAR

First Semester		
MNGT 305	Principles of Management	3
TECH 385	Electrical Machines & Distribution	3
or		
ENGR 382	SCADA Systems Design	3
CHEM 175	Survey of Chemical Concepts	4
UCC	B2	3
UCC	C1	3
		<u>16</u>

Second Semester		
DSCI 351	Introduction to Operations Research	3
ENGR 335	Engineering Economics	3
TECH 343	Servo and Non Servo Hydraulics	3
TECH 331	Statistics in Manufacturing	3
UCC	C4	3
UCC	B3	1
		16

FOURTH YEAR

First Semester

TECH 351	Thermodynamics & Heat Transfer	3
TECH 362	Manufacturing	3
ACCT 315	Cost Accounting	3
DSCI 445	Operations Management	3
UCC	B1	3
UCC	B3	1
		16

Second Semester

TECH 471	Senior Project	3
TECH 411	Materials	3
TECH 367	Advanced Manufacturing	3
UCC	C4	3
UCC	C5	3
		15

TECH Course Descriptions

103 Materials & Manufacturing Processes (3) Survey of materials commonly used in industry and the primary processes and techniques utilized in fabrication. Laboratory experiences will involve techniques of forming, drilling, machining, and welding metals and alloys.(2-3)

121 CAD Fundamentals (3) Principles of engineering modeling and documentation in a computer environment. Specific topics to be covered include visualization, geometric modeling of objects in a computer-aided design environment, and application of documentation standards and engineering conventional representations. Emphasis is placed on freehand sketching as a means of communication and on the accurate generation of three-dimensional computer models and documentation files. Co-req: MATH 111 or MATH 118.(2-3)

211 Mechanics for Technology (4) This course covers both the theory and practical application of statics; the study of forces acting on bodies at rest; and dynamics, the study of forces acting on bodies in motion. Prereq: PHYS 175 and MATH 215.(4-0)

212 Strength of Materials (3) Strength of materials is the study of internal stresses and external strains that result from the application of external, thermal, and mechanical loads on an object. Prereq: TECH 211.(2-3)

261 Fundamentals of Instrumentation (2) This course covers the fundamental principles and circuitry used in electronic and electro-mechanical instrumentation. Topics include divider circuits, electronic and pneumatic relays, power supplies, bridge circuits, filters, operational amplifiers, digital logic, transmitters, and actuators. Applications are demonstrated in the laboratory experiments. Prereq: PHYS 175. (0-6)

272 Robotics (3) Introduction, classification, and application of robots and similar types of automated industrial equipment and corresponding educational robots. Fundamental principles and characteristics of representative robots are presented in the laboratory to demonstrate operational features. Both online (teach pendant) and off-line (com-

puter) programming are demonstrated and used in the laboratory. Prereq: ENGR 104 or ENGR 108.(2-3)

275 Safety in Manufacturing (3) A study of Occupational Safety and Health Regulations and their effect on industrial management and engineering. Accident investigation, liability, worker's compensation, and hazard control will be studied with emphasis on safety management techniques and planning. (3-0)

331 Statistics in Manufacturing (3) Topics include probability and probability distributions, sampling methods, statistical process control, hypothesis testing, regression and correlation analysis, and experiment design. Lab exercises include development and implementation of experiments, data collection, and design of experiments. Use of both a calculator and various statistical software packages on a computer will be required for problem solving and report generation. Prereq: MATH 215 or MATH 230.(3-0)

343 Servo and Non-Servo Hydraulics (3) This course is intended to give the student a broad overview of the principles of servo and non-servo fluid power systems and the components that comprise these systems. Pumps, linear and rotary actuators, control devices, and fluid conductors will be covered both in lectures and in the lab. Prereq: PHYS 175 and MATH 118 or MATH 215.(2-3)

351 Thermodynamics and Heat Transfer (3) This course is intended to give the students a broad overview of the principles of thermodynamics and heat transfer and the industrial applications that use these principles. Prereq: MATH 215 or MATH 230 and PHYS 176 or PHYS 206. (2-3)

362 Manufacturing (3) This course includes an introduction into the design and implementation of contemporary manufacturing systems. Single and multiple station, manual, mixed mode, automated, and flexible manufacturing systems are covered. Numerical analysis of these systems to determine production rates, product cost, defect rates, and efficiency will be performed. During the lab students will learn to program and operate various types of production hardware including CNC turning and milling machines. Prereq: Junior standing in industrial supervision or advanced manufacturing or consent of instructor.(2-2)

367 Advanced Manufacturing (3) This course is designed to enhance the student's knowledge of advanced manufacturing principles and concepts of quality control, work and material requirements planning, automated manufacturing, and mass production methods. Prereq: TECH 362.(2-3)

385 Electrical Machines and Distribution Systems (3) This course covers basic D.C. and A.C. circuit analysis, power distribution, and power machinery applications. The laboratory will provide an opportunity for hands-on experience with electrical machinery. Prereq: MATH 215 or MATH 230.(2-3)

401 Work Cell and Production Systems Design (3) This course covers practical application of the principles learned in previous courses to the design of various types of work cells and manufacturing systems. Case studies and example problems will be covered during the lectures. Lab exercises include the programming and operation of robots, CNC machines, and automated work cells. Prereq: TECH 367. (2-2)

411 Materials (3) Fundamental structures comprising the principal families of materials – metals, ceramics, and polymers; and how structures influence the properties of strength, hardness, heat treatment, plasticity, fatigue, creep, wear, etc. Experiments in the laboratory will demonstrate structure-property relationships. Prereq: CHEM 175 and PHYS 176.(2-3)

439 Special Problems in Industrial Supervision or Advanced Manufacturing (1, 2, or 3) An independent study course requiring the student to complete an assigned or self-generated project under the guidance of a faculty member. The project will require application of various analytical methods and/or the use of computer models or laboratory facilities. A written report is required upon completion of the project. Not repeatable for credit. Prereq: ENG 210, junior standing, and consent of advisor.

471 Senior Project (3) A course which provides an opportunity for synthesis of technical, professional, and general knowledge for industrial supervision students. Problems provided by industrial sponsors are studied by individual students or small teams of students to develop solutions which consider technical, economic, social, environmental, sustainability, ethical and manufacturability aspects of the problems. Formal written and oral reports to faculty, industrial sponsors, and invited guests are required. Prereq: Senior standing in industrial supervision or advanced manufacturing and consent of advisor and department chair.

MATHEMATICS

All students who enroll in math classes at USI are given an opportunity to increase their level of mathematical knowledge, to improve their analytical and problem-solving skills, and to develop an appreciation for the applicability of mathematics. Since the mathematical requirements of the student population differ depending on the individual's particular educational goals, the Department of Mathematics has designed a variety of programs of study as well as specific courses to meet these needs. Programs are offered for students in five distinct areas: students seeking a major in mathematics, mathematics - actuarial track or mathematics teaching; minors in mathematics, mathematics teaching or statistics; elementary education majors or all grades teaching majors adding the elementary education mathematics minor or the elementary/middle school mathematics minor; students requiring a course to satisfy the mathematics component of the University Core Curriculum; and students completing a program of study outside the Department of Mathematics, but having one or more mathematics requirements within their major.

Mathematics courses are sequential; therefore, the Department of Mathematics has mandatory placement and/or prerequisites for all math courses. Students are only permitted to enroll in those courses for which they have successfully fulfilled all of the prerequisites. Prerequisite courses may not be taken Pass/No Pass. After a student has completed a course successfully, he or she may not enroll in a prerequisite course without the approval of the chair of the department. Entering freshmen may take advanced placement tests and receive credit by examination in certain specified courses. For further information, students should contact the Office of Admission.

The mathematics component of the University Core Curriculum may be satisfied by a number of courses or by successfully passing a proficiency exam. A passing score on the proficiency exam fulfills the UCC math requirement; however, academic credit hours are not earned by passing this exam. This exam is administered by appointment through Academic Skills for a nonrefundable fee and may be taken only once.

Degree Programs

Students majoring in mathematics are assigned an advisor from the tenured/tenure-track faculty of the department and are required to consult with this advisor before each registration period. The Bachelor of Science degree is granted to those students who complete the prescribed program. Students desiring a Bachelor of Arts must meet the foreign language requirements plus the requirements of the prescribed program. Throughout the remainder of this section the reference to upper-level courses relates to courses numbered 251 or above, with the exception of MATH 291, MATH 391, MATH 392, MATH 393, and the 600-level graduate courses.

Major (Mathematics)

39 credit hours

The curriculum leading to a degree in mathematics is rooted in a foundation of calculus, mathematical logic, probability, linear algebra, abstract algebra, and a study of the history of mathematics. The student's selection of a minimum of four electives from pure and applied mathematics courses including statistics allows for diversity of specialization. These topics introduce students to a broad range of mathematical concepts and ideas that challenge their intellectual skills. Experiences from several of these courses provide insight into the applicability and power of mathematics to a variety of problems.

Required courses:

MATH 230	Calculus I	4
MATH 253	Principles of Mathematical Logic	3
MATH 330	Calculus II	4
MATH 335	Calculus III	4
MATH 412	Modern Abstract Algebra I	3
MATH 413	Linear Algebra	3
MATH 438	Theory of Probability	3
MATH 492	History of Mathematics	3

Select one course from the following:

MATH 410	Introduction to Analysis	3
MATH 432	Advanced Calculus	3
MATH 433	Differential Equations	3

Elective courses:

Nine hours selected from the upper-level course offerings in mathematics as directed by advisor.

Major (Mathematics - Actuarial Track)

39 credit hours

The curriculum leading to a degree in mathematics with an actuarial emphasis is designed to prepare the student for a career as an applied mathematician in the actuarial field. The validation by educational experiences (VEE) of the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) are met by courses in economics, applied statistics, and corporate finance. Individuals may apply for the VEE credit after completion of the required coursework (with a minimum grade of B in each course), and after passing two SOA/CAS actuarial exams. Math 438 will provide the foundation for Exam P/1 and Math 375 will provide the foundation for Exam FM/2.

Required courses:

MATH 230	Calculus I	4
MATH 253	Principles of Mathematical Logic	3
MATH 330	Calculus II	4
MATH 335	Calculus III	4
MATH 375	Interest Theory & Mathematical Finance	4
MATH 412	Modern Abstract Algebra I	3
MATH 413	Linear Algebra	3
MATH 438	Theory of Probability	3
MATH 441	Mathematical Statistics	3
MATH 475	Regression and Time Series	3
MATH 492	History of Mathematics	3

Select three courses from the following:

MATH 331	Mathematical Models with Applications	3
MATH 353	Discrete Mathematics	3
MATH 410	Introduction to Analysis	3
MATH 433	Differential Equations	3
MATH 437	Numerical Analysis	3

Courses required from other disciplines for the Actuarial Track

ECON 208	Principles of Microeconomics	3
ECON 209	Principles of Macroeconomics	3
FIN 305*	Business Finance	3
FIN 361	Interest Theory and Mathematical Finance	3

Select one course from the following:

CS 201	Computer Science I	3
CS 288	Microcomputer-based Programming (Visual Basic)	3

Select one course from the following:

ECON 365	Intermediate Statistics for Business Decisions	3
ECON 472	Econometrics	3

*MATH 241, ACCT 201 and ACCT 202 are prerequisites for FIN 305. MATH 241 satisfies the prerequisite of ECON 265.

Minor (Mathematics)

21 credit hours

Required courses:

MATH 230	Calculus I	4
MATH 330	Calculus II	4
MATH 335	Calculus III	4

Elective courses:

Nine hours selected from the upper-level offerings as directed by advisor.

Mathematics Teaching

45 credit hours

Students pursuing a degree in Mathematics Teaching will complete all requirements for a degree in mathematics as well as three additional courses: Math 291, Mathematics for Secondary Teachers; Math 323, College Geometry; and Math 391, The Teaching of Mathematics in Grades 5-12. Successful completion of this degree will prepare students for a career in teaching mathematics in grades 5-12. Students seeking an Indiana teaching license must complete all requirements as mandated by the state.

Required courses:

MATH 230	Calculus I	4
MATH 253	Principles of Math Logic	3
MATH 291	Math for Secondary Teachers	3
MATH 323	College Geometry	3
MATH 330	Calculus II	4
MATH 335	Calculus III	4
MATH 391	The Teaching of Mathematics in Grades 5-12	3
MATH 412	Abstract Algebra I	3
MATH 413	Linear Algebra	3
MATH 438	Theory of Probability	3
MATH 492	History of Mathematics	3

Electives: (9 credit hours)

Electives must include at least one of the following: **MATH 410, MATH 432, or MATH 433**. The remaining elective courses are to be selected from upper-level course offerings in mathematics as directed by advisor.

Minor (Mathematics with Teacher Certification)

27 credit hours

Students desiring a minor in mathematics with teacher certification to teach mathematics at the secondary level must complete the following:

Required courses:

MATH 230	Calculus I	4
MATH 253	Principles of Mathematical Logic	3
MATH 323	College Geometry	3
MATH 330	Calculus II	4
MATH 335	Calculus III	4
MATH 412	Modern Abstract Algebra I	3
MATH 438	Theory of Probability	3
MATH 492	History of Mathematics	3

Elementary and Middle-Level Mathematics Minor

The elementary and middle-level mathematics minor builds on the elementary education mathematics minor and reflects more depth of content designed to strengthen the prospective teachers' understanding of mathematics and broaden their understanding of mathematical connections between grade levels.

31-34 credit hours

Required courses:

MATH 103	Math for Elementary Teachers I	3
MATH 203	Math for Elementary Teachers II	4

One of the following based on placement score:

MATH 115	Pre-calculus	3
OR		
MATH 118	Comprehensive Pre-calculus	5

Additional Required Courses:

MATH 213	Algebraic Concepts for Teachers	3
MATH 215	Survey of Calculus	3
OR		
MATH 230	Calculus I	4
MATH 236	Geometry and Measurement for Teachers	3
MATH 238	Data Analysis and Probability for Teachers	3
MATH 253	Introduction to Mathematical Logic	3
MATH 392	Teaching Elementary School Mathematics	3
MATH 393	Pedagogical Knowledge for Teaching Mathematics	3

Elementary Mathematics Minor

25-27 credit hours

Required courses:

MATH 103	Math for Elementary Teachers I	3
MATH 203	Math for Elementary Teachers II	4

One of the following based on placement score*:

MATH 111	College Algebra	4
OR		
MATH 115	Pre-calculus	3
OR		
MATH 118	Comprehensive Pre-calculus	5

Additional Required Courses:

MATH 213	Algebraic Concepts for Teachers	3
MATH 236	Geometry and Measurement for Teachers	3
MATH 238	Data Analysis and Probability for Teachers	3
MATH 392	Teaching Elementary School Mathematics	3
MATH 393	Pedagogical Knowledge for Teaching Mathematics	3

*Students who qualify and who are considering adding the elementary and middle-level mathematics minor, should take Math 115 or Math 118.

Mathematics Courses for Prospective Early Childhood Education Teachers

7 credit hours

Required courses:

MATH 103	Mathematics for Elementary Teachers I	3
MATH 202	Mathematical Concepts for Preschool through Primary Teachers	4

Mathematics Courses for Prospective Elementary Education Teachers

10 credit hours

Required courses:

MATH 103	Mathematics for Elementary Teachers I	3
MATH 203	Mathematics for Elementary Teachers II	4
MATH 392	The Teaching of Elementary School Mathematics	3

Mathematics Courses for Prospective All Special Education Teachers

7 credit hours

Required courses

MATH 103	Mathematics for Elementary Teachers I	3
MATH 203	Mathematics for Elementary Teachers II	4

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters (fall, spring, summer) in which the course is normally offered and are intended as an aid to students planning their programs of study.

100 Intermediate Algebra (3) Concepts from elementary algebra, functions, properties of exponents, operations with polynomials, rational and algebraic expressions, and solutions to equations and inequali-

ties. Prereq: GENS 097 (grade of B or better) or satisfactory placement score. This course does not satisfy the A2 category of the University Core Curriculum. F, Sp, Su

101 Intermediate Algebra Supplement (1) This course is a supplement to MATH 100; topics include concepts from elementary algebra. Concurrent enrollment in the corresponding section of MATH 100 is required. This supplemental course is mandatory for students who have not been successful (C or better) in MATH 100 after having attempted it twice or for students who were placed into GENS 097 and did not pass it on the first attempt. This course does not satisfy the A2 component of the University Core Curriculum. F, Sp, Su

103 Mathematics for Elementary Teachers I (3) This course is the first course in a two-course sequence designed to enhance the conceptual understanding and processes of the common content in elementary mathematics curricula. Topics include problem solving, counting, the structure of the decimal system and procedural and conceptual understanding of the four basic operations on whole numbers, decimals and fractions. The use of manipulatives and technology will support learning and teaching in these and other topics studied. Enrollment is only open to students seeking a degree in elementary education or a related degree. This course does not satisfy the A2 category of the University Core Curriculum. Prereq: C or better in Math 100 or satisfactory placement score.

107 Fundamentals of Mathematics for Nursing (4) This course focuses on understanding the mathematics required for nursing. Topics include algebraic concepts and procedures (equations, ratios, proportions, percentage problems, formulas, logarithmic calculations), geometric concepts and procedures (systems of measurements and conversions, area, volume), problem-solving techniques (modeling, dosage calculations, flow-rate calculations, angle measurements) and an introduction to statistical methods and procedures (measures of central tendency, constructing and interpreting graphs, range, standard deviation and coefficient of variation, normal distributions). This online course is open only to persons with an Associate's Degree in nursing who have completed at least one semester of intermediate algebra and who are seeking a BS or MS degree in nursing. This course satisfies the A2 category of the University Core Curriculum.

108 Survey of Mathematics (4) A survey of contemporary topics in mathematics designed to introduce students to thinking processes developed in mathematics. Scientific calculators will be used. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. F, Sp, Su

111 College Algebra (4) Topics to be emphasized include polynomials, rational algebraic expressions, graphs, inequalities, theory of equations, and matrices. Special attention is focused on functions and the utilization of appropriate technology. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. F, Sp, Su

112 Trigonometry (3) Emphasis is placed upon trigonometric functions, their properties, applications, and graphs, as well as trigonometric identities, solutions of triangles, trigonometric equations and vectors. This course does not apply toward the major or minor in mathematics nor meet the A2 category of the University's Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. NOTE: A TI-83, TI-83 Plus, or TI-84 graphing calculator is required for this course. F, Sp

115 Pre-Calculus Mathematics (3) Advanced topics in algebra plus selected topics in trigonometry and elementary functions (polynomials, rational, algebraic, exponential, logarithmic, and trigonometric) are studied with emphasis upon notation, properties, operations, and graphs of functions and their inverses. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 111 (grade of C or better) or satisfactory placement score. Students with minimal knowledge of trigonometry may enroll concurrently in MATH 112. F, Sp, Su

118 Comprehensive Pre-Calculus (5) This course is designed for students planning to enroll in MATH 230, Calculus I. The study of functions (polynomial, rational, exponential, logarithmic, algebraic, and trigonometric) forms the foundation for this course. This course will promote the development of algebraic and analytic skills as well as conceptual understanding. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 100 (grade of B or better) or MATH 111 or satisfactory placement score. F, Sp

122 Analytic Geometry (4) Emphasis is placed on two- and three-dimensional coordinate geometry, lines, circles, conic sections, planes, spheres, surfaces, and basic properties of vectors. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 111 and MATH 112 (grades of C or better), or satisfactory placement score.

202 Mathematical Concepts for Preschool through Primary Teachers (4) This course extends the fundamental concepts studied in Math 106 and focuses on the topics for early childhood education students. These include concepts and processes in advanced counting, the four basic operations, angles and other geometrical concepts beyond shapes, elementary fractions, decimals, probability, and statistics. The use of manipulatives and technology will support learning and teaching in these and other topics studied. Enrollment is open only to students in early childhood education programs. Prereq: MATH 106 (grade of C or better). This course satisfies the A2 category of the University Core Curriculum.

203 Mathematics for Elementary Teachers II (4) This course is the second in a two-course sequence designed to enhance the conceptual understanding and processes of the common content in elementary mathematics curricula. Topics include proportional reasoning, algebraic reasoning, geometry, measurement, data analysis, and probability. The use of manipulatives and technology will support learning and teaching of the topics studied. Enrollment is only open to students seeking a degree in elementary education or a related degree. This course satisfies the A2 category of the University Core Curriculum. Prereq: C or better in Math 103.

213 Algebraic Concepts for Teachers (3) This course is designed to develop conceptual understandings for topics in algebra and number theory. The study of sequences, the binomial theorem, fundamental theorem of arithmetic, modular arithmetic, systems of linear equations, matrix arithmetic and algebra, and matrices will be covered in this course; the use of manipulatives and technology will support the teaching and learning of these topics. Prereq: Math 111, Math 115 or Math 118 with a grade of C or better, and Math 203 with a grade of C or better.

215 Survey of Calculus (3) An introduction to calculus and its applications in business, economics, and the social sciences. Not applicable to the mathematics major or minor; this course is applicable to the elementary and junior/middle school math minor. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 111 (grade of C or better). F, Sp, Su

230 Calculus I (4) The theory of limits, differentiation, successive differentiation, the definite integral, indefinite integral, and applications of both the derivative and integral. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 115 (grade of C or better), MATH 118 (grade of C or better), satisfactory placement score. F, Sp, Su

236 Geometry and Measurement for Teachers (3) The course will provide opportunities to gain a deeper understanding of geometry as a study of size, shape and properties of space; a tool for problem solving; and a way of modeling physical situations. Topics include the study of logic, polygons, solids, Euclid's postulates, congruent figures, similarity, rigid motion and symmetry, vectors and transformation, and other geometries; the use of manipulatives and technology will support the teaching and learning of these topics. Prereq: Math 111, Math 115 or Math 118 with a grade of C or better, and Math 203 with a grade of C or better.

238 Data Analysis and Probability for Teachers (3) This course is designed to develop conceptual understanding for topics in data analysis and probability. The study of selecting and using appropriate statistical methods to analyze data, the developing and evaluating of inferences and predictions that are based on data, and the applying of basic concepts of probability will be covered in this class. The use of manipulatives and technology will support learning and teaching of the topics studied. Prereq: Math 213 with a grade of C or better.

241 Principles of Statistics (3) A terminal course for non-mathematics majors and minors. Tabular and graphical representation of statistical data, measures of central tendency and dispersion, probability, sampling, statistical inference, simple correlation, and regression. Prereq: MATH 106, MATH 111, or higher. F, Sp

253 Principles of Mathematical Logic (3) Includes introductory topics in mathematical logic, combinatorics, analysis, mathematical proof, and problem solving. This course satisfies the A2 category of the University Core Curriculum. Prereq: Satisfactory placement score or MATH 111. May be taken concurrently with MATH 230. F, Sp

291 Mathematics for Secondary Teachers (3) This course was designed to enhance the conceptual and procedural understandings of the mathematics that is taught at the secondary level—number theory, algebra, geometry, functions, probability and statistics. Concepts and problems will be viewed from an advanced perspective where the students will investigate alternate definitions and approaches to mathematical ideas; consider proofs, extensions and generalizations of familiar theorems; investigate multiple approaches to problem solving, and study connections between topics from different courses. Understanding and communication of mathematical concepts and processes will be emphasized; the use of technology and manipulatives will be used when appropriate. This course will not serve as an upper-level mathematics elective for the major or minor in mathematics. Prerequisite: Math 253, grade of C or better.

323 College Geometry (3) An introduction to the foundations of geometry. Topics from finite, Euclidean, and non-Euclidean geometries are explored. Properties of polygons, convexity, and various geometric shapes are explored. Prereq: MATH 330. F

330 Calculus II (4) Integrating and differentiating transcendental functions, applications of the integral, numerical integration techniques, and infinite series. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 230 (grade of C or better). F, Sp, Su

331 Mathematical Models with Applications (3) Techniques from algebra, calculus, probability, and other areas of mathematics are employed to solve problems arising in the biological, physical, and social sciences. Prereq: MATH 230 or consent of instructor.

335 Calculus III (4) Vectors in two- and three-dimensions, surfaces and space curves, partial differentiation, multiple integration with applications of each. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 330 (grade of C or better) or consent of instructor. F, Sp

353 Discrete Mathematics (3) Topics in discrete methods, combinations, graph theory, and finite algebraic structures will be studied. The applications of these topics in computer science, physical and life science, as well as in social sciences makes the course valuable for students in many majors. Prereq: MATH 253.

375 Interest Theory and Mathematical Finance (4) This course is an introduction to interest theory and mathematical finance; topics included are calculation of interest and yield rates; present, future, discounted and accumulated values; and time intervals involved in cash flow transactions Both continuous and discrete time models will be considered. This course will provide the basic foundation for Exam FM administered jointly by the Society of Actuaries and Casualty Actuarial Society. This course does not satisfy the requirements for a degree in mathematics. Prereq: MATH 330 (grade of C or better).

391 The Teaching of Mathematics in Grades 5-12 (3) This course is designed to develop the pedagogical content knowledge and instructional practices necessary to teach mathematics in grades 5-12. Topics will include lesson planning, the use of technological and manipulative tools in the teaching and learning of mathematics, assessment methods, theories of learning mathematics, mathematical misconceptions of students in grades 5-12, and current research in mathematics education. This course will not serve as an upper-level mathematics elective for the major or minor in mathematics. Prereq: Math 291, C or better, Math 323, C or better and junior status. F

392 The Teaching of Elementary School Mathematics (3) The materials, devices, and methods of teaching mathematics in the elementary schools. Prereq: Math 203 (grade C or better) and admission to Teacher Education.

393 Pedagogical Knowledge for Teaching Mathematics (3) This course is designed to provide students interactive experiences to design and enact mathematics instruction in grades K-8 and to assess the development of the mathematics learners. Prereq: Math 392 with a grade of C or better.

410 Introduction to Analysis (3) A study of the real number system as a complete ordered field, completeness properties and their equivalences, function of a single real variable, continuity differentiability, uniform continuity, and Riemann integral. Prereq: MATH 335.

411 Theory of Numbers (3) The transition between problem-solving mathematics and mathematics which develops a theory. This course is rich in material useful for the secondary and elementary teacher. Prereq: MATH 335.

412 Modern Abstract Algebra I (3) Sets, functions, relations, number systems, theory of groups, including discussion of morphisms, quotient groups, and solvable groups. Prereq: MATH 413. F

413 Linear Algebra (3) Systems of linear equations, vector spaces, basic properties of matrices and determinants, linear transformations on a vector space, and canonical representations of a linear transformation. Prereq: MATH 335. Sp

414 Modern Abstract Algebra II (3) Rings, integral domains, fields, quaternions, including discussions of characterizations of integers, embedding theorems, polynomials, and extension fields. Prereq: MATH 412.

426 Point Set Topology (3) Definition and properties of a topological space; continuous functions, and homeomorphisms, various topological properties such as compactness, separation, and connectedness; metric spaces. Prereq: 15 hours of mathematics or consent of instructor.

432 Advanced Calculus (3) Functions of several variables, transformations, multiple integrals, line and surface integrals, infinite series. Prereq: MATH 335.

433 Differential Equations (3) Solutions to and applications of linear differential equations of order n and linear systems of differential equations. Prereq: MATH 335 (may be taken concurrently). Sp, F

434 Advanced Differential Equations (3) Solutions to non-linear and partial differential equations with an emphasis on numerical methods and techniques utilizing orthogonal functions. Prereq: MATH 433.

437 Numerical Analysis (3) (Dual listed as CS 437) A survey of current methods in numerical analysis. Topics will include polynomial approximation and interpolation, numerical differentiation and integration, numerical solutions of differential equations, functional approximation, solution of linear and nonlinear equations, and matrix methods for inverse and eigenvalue problems. Prereq: MATH 335.

438 Theory of Probability (3) Probability theory as applied to mathematical models of random events, independent and dependent events, numerical-valued events, mean and variance of a probability law, normal and Poisson probability laws, and random variables. Prereq: MATH 335. F

441 Mathematical Statistics (3) Basic empirical and theoretical frequency distributions, analysis of variance, elementary sampling theory, hypothesis testing, confidence intervals, statistical inference, correlation, and regression. Prereq: MATH 335 and MATH 438. Sp

475 Regression and Time Series (3) This course is an introduction to regression and time series. Topics related to regression include simple and multiple regression, hypothesis testing, confidence and prediction intervals, model building and diagnostic checking. Topics related to time series include non-seasonal and seasonal time series, autocorrelation, Box-Jenkins models, parameter estimation, diagnostic checking, and forecasting. Prereq: MATH 438 or consent of instructor.

492 History of Mathematics (3) An examination of the historical development of the main concepts, techniques, and areas of mathematics along with the originating cultures and key personalities. The course may be taken during the professional semester. Prereq: MATH 412. Sp

499 Special Topics in Mathematics (1-3) By consent of instructor and approval of the chair of the mathematics department. F, Sp

Science Teaching Major (Teacher Certification)

Students who wish to prepare for careers as science teachers at the secondary school level may choose the science teaching major. This major is designed to meet the Indiana Professional Standards Board (IPSB) requirements for teaching licensure in one or more of the following areas: biology/life sciences, earth/space sciences, chemistry, and physics.

The science teaching major is comprised of coursework in three areas:

- The University Core Curriculum requirements that all USI students must fulfill.
- The professional education requirements that students in all teacher education programs must fulfill (see Bower-Suhrheinrich College of Education and Human Services).
- The science and mathematics courses required to provide the content knowledge necessary for achievement of teaching licensure.

Life Sciences Concentration

	Hours
BIOL 121 Human Anatomy and Physiology I	3
BIOL 122 Human Anatomy and Physiology II	3
BIOL 141 Principles of Biology	4
BIOL 151 Botany	3
BIOL 152 Zoology	3
BIOL 215 Ecology	3
BIOL 334 Cell Biology	3
BIOL 375 Microbiology	3
BIOL 376 Laboratory in Microbiology	2
BIOL 382 Genetics	4
BIOL 481 Organic Evolution	3
BIOL 490 Undergraduate Teaching	<u>2</u>
TOTAL	36

Chemistry Concentration

CHEM 261 General Chemistry I	4
CHEM 262 General Chemistry II	4
CHEM 353 Organic Chemistry I	4
CHEM 354 Organic Chemistry II	4
CHEM 321 Quantitative Analysis	4
CHEM 341 Environmental Chemistry	3
CHEM 361 Survey of Physical Chemistry	4
CHEM 421 Instrumental Methods of Analysis	4
CHEM 441 Inorganic Chemistry	4
CHEM 218 Chemistry Seminar I	1
CHEM 318 Chemistry Seminar II	1
CHEM 418 Chemistry Seminar III	1
CHEM 499 Research	<u>2</u>
TOTAL	40

Earth/Space Science Concentration

ASTR 201 General Astronomy	4
GEOG 214 Meteorology	3
GEOL 161 Physical Geology	4
GEOL 162 Historical Geology	4
GEOL 234 Oceanography	3
GEOL 301 Mineralogy	4
GEOL 315 Paleontology	4
MATH 230 Calculus I	4

Choose one of the following:

GEOL 407 Geomorphology	4
GEOL 441 Hydrogeology	4
GEOL 481 Advanced Environmental Geology	4

Choose one of the following:

CHEM 175 Survey of Chemical Concepts	4
CHEM 261 General Chemistry I	4

Choose one of the following:

PHYS175 General Physics I	4
PHYS 205 Intermediate Physics I	5

Elective chosen from any 300- or 400-level GEOL course and/or PHYS 471 Observational Astronomy

At least one elective chosen from among the following:

ANTH 121 Introduction to Archaeology	3
BIOL 141 Principles of Biology	4
CHEM 262 General Chemistry II	4
GEOG 215 Climatology	3
MATH 271 Principles of Statistics	3
MATH 330 Calculus II	4
PHYS 176 General Physics II	4
PHYS 206 Intermediate Physics II	5
Any 300-level GEOL course not already completed	<u>3</u>
TOTAL	49/52

Physics Concentration

PHYS 205 Intermediate Physics I	5
PHYS 206 Intermediate Physics II	5
PHYS 361 Modern Physics	3
PHYS 371 Analytical Mechanics	3
PHYS 381 Electromagnetic Fields	3
PHYS 429 Quantum Mechanics	3
PHYS 439 Thermodynamics	3
PHYS 499 Research	<u>2</u>
TOTAL	27

Dual Concentration – Students selecting the dual concentration must complete the requirements for two of the area listed below, as well as complete the requirements for a minor in Secondary Education (described elsewhere in this bulletin).

Life Sciences

BIOL 141 Principles of Biology	4
BIOL 151 Botany	3
BIOL 152 Zoology	3
BIOL 215 Ecology	3
BIOL 272 Medical Microbiology	3
BIOL 334 Cell Biology	3
BIOL 382 Genetics	4
BIOL 481 Organic Evolution	3
BIOL 490 Undergraduate Teaching	<u>1</u>
TOTAL	27

Chemistry

CHEM 261 General Chemistry I	4
CHEM 262 General Chemistry II	4
CHEM 321 Quantitative Analysis	4
CHEM 341 Environmental Chemistry	3
CHEM 353 Organic Chemistry I	4
CHEM 218 Chemistry Seminar I	1
CHEM 318 Chemistry Seminar II	1

CHEM 418	Chemistry Seminar III	1
CHEM 499	Research	2
CHEM	Elective	<u>3/4</u>
TOTAL		27/28

Earth/Space Science

ASTR 201	General Astronomy	4
GEOG 214	Meteorology	3
GEOL 161	Physical Geology	4
GEOL 162	Historical Geology	4
GEOL 234	The Oceans: Past, Present, and Future	3

Choose one of the following:

GEOL 315	Paleontology	4
GEOL 316	Sedimentology and Stratigraphy	4
Directed 300- and 400-level electives in the geosciences		<u>2</u>
TOTAL		24

Physics

PHYS 205	Intermediate Physics I	5
PHYS 206	Intermediate Physics II	5
PHYS 361	Modern Physics	3
PHYS 371	Analytical Mechanics	3
PHYS	Elective	3
PHYS	Elective	<u>3</u>
TOTAL		22

Mathematics

MATH 230	Calculus I	4
MATH 253	Principles of Mathematical Logic	3
MATH 323	College Geometry	3
MATH 330	Calculus II	4
MATH 335	Calculus III	4
MATH 412	Modern Abstract Algebra I	3
MATH 438	Theory of Probability	3
MATH 492	History of Mathematics	<u>3</u>
TOTAL		27

Elementary Science Teaching Minor

Program Description

The elementary science teaching minor is a broad-based program of study that includes coursework in biology, chemistry, geology, engineering, and physics. Students pursuing the minor complete a prescribed set of required courses (25 hours). In some cases (BIOL and GEOL), students have a choice of courses that will satisfy the program requirements. This minor is an alternative to existing minors in biology, chemistry, geology, and physics and is open only to students majoring in Elementary Education.

Program Requirements (25 credit hours)

ASTR 201	General Astronomy	4 hours
BIOL 112	Ethnobotany with Lab	4 hours
or BIOL 114	Understanding Evolution	4 hours
or BIOL 133	Biological Concepts	4 hours
CHEM 107	Elements in Everyday Chemistry	4 hours
GEOG 214	Meteorology	3 hours
GEOL 161	Physical Geology	4 hours
or GEOL 151	Geology of America's National Parks	4 hours
PHYS 101	Introduction to the Physical Sciences	3 hours

DIVISION OF OUTREACH AND ENGAGEMENT

www.usi.edu/outreach

Linda Cleek, MALS, Interim Dean

Lee Ann Wambach, M.S. Ed., Academic Program Manager/
BGS Advisor

BACHELOR OF GENERAL STUDIES

The Bachelor of General Studies (BGS) degree program is designed to serve adult students (age 25 or older) who wish to pursue a broadly defined and/or individually designed baccalaureate program. BGS students will work closely with an advisor to design a program of study to meet individual educational and career objectives. The flexibility of the BGS degree will enable students to tailor educational experiences to meet personal goals, broaden their appreciation of the arts and sciences, enhance career skills and competencies, and increase career opportunities and choices.

Requirements for the degree

The degree program consists of 124 credit hours as defined below. Other general academic and program requirements include:

- All University general admission requirements, academic policies, and academic standards for other baccalaureate degree programs apply to the BGS program.
- All students seeking the degree Bachelor of General Studies must fulfill University Core Curriculum requirements as part of the required 124 hours. Core Curriculum requirements are listed elsewhere in this bulletin.
- At least 30 of the 124 hours must be at the upper division (300-400) level.
- A minimum of 30 hours of credit toward the degree must be earned at USI.
- At least 21 hours of credit must be earned through coursework after the student has been admitted to the BGS program.
- Students seeking admission to the BGS program should make application to the USI Admission Office. Following acceptance to the University, a second, separate application must be made to the BGS program. A personal interview is required prior to admission to the BGS program.
- Up to six hours of credit may be earned through an occupational experience (BGS 490 – General Studies Internship). The internship must occur after admission to the program.
- Individualized Studies Option: BGS students who select the individualized studies option will work closely with an advisor to design a program of study to meet individual educational and career objectives. This flexible program enables students to create their own “major,” utilizing courses from two or more academic disciplines. Previous hours earned at other institutions will be evaluated according to USI transfer policies.
- Applied Studies Option: This option is for students who have completed a formal associate degree program or have considerable college credit.
- Up to 64 hours may be transferred from associate degree programs, depending on the transferability of specific courses or

programs. For technical degrees and/or certificates, credit may be awarded as a block (not a recognition of individual courses for transfer). The amount of credit awarded will be determined by the BGS committee, but may not exceed 45 hours.

- A 30-hour interdisciplinary concentration must be selected from a list of approved programs. Those currently approved include information technology studies and organizational communication studies.

Information Technology Concentration

Required Courses	Hours
CS 111 Introduction to Programming Logic	3
CIS 151 Computer Applications in Business	3
CIS 261 Advanced Microcomputer Applications	3
CIS 315 Management Information Systems	3
ACCT 201 Accounting Principles I	3
ASBE 231 Business Communication	3
Directed 300/400 level electives	6
*Programming Language Sequence	6
TOTAL HOURS	30

*The programming language sequence could include any of the language sequence currently offered or which might be taught in the future. The current offerings include:

C++	CS 259 and 359
Visual Basic	CS 288 and 388
JAVA	CS 201 and 301

APPLIED STUDIES OPTION FOR GRADUATES OF APPRENTICESHIPS IN SELECTED BUILDING TRADES

Through a partnership with the Indiana building trades apprenticeship and training programs and Ivy Tech Community College, the USI Bachelor of General Studies Program recognizes the technical training and the Associate of Applied Science (AAS) degree as a significant milestone toward the bachelor's degree. Prospective students who have completed an apprenticeship program in selected building trades and hold an AAS from Ivy Tech are eligible to pursue the Applied Studies option with a concentration in Technical Supervision and Leadership or Business Development. In addition to the required courses for one of the following concentrations, students must complete all USI Core Curriculum requirements even if meeting the requirements means the student graduates with more than 124 hours total. Students are encouraged to work closely with the BGS advisor to avoid duplication of coursework.

Technical Supervision and Leadership Concentration

Required Courses	Hours
CIS 151 Computer Applications in Business	3
MATH 112 or MATH 118	2 or 5
ENGR 103 and ENGR 104*	3-3
*Co-requisite MATH 118 or MATH 111 and 112	
TECH 275 Safety in Manufacturing	3
MNGT 141 or 201 Introduction to Business/Management	3
MNGT 315 Organizational Behavior Management	3
MNGT 361 or MNGT 341 or MNGT 408	3
CMST 312 Interviewing Principles and Practice	3
CMST 314 Organizational Communication	3

ENGR 482	Engineering Organization and Management	3
BGS 490	General Studies Internship	6
	Directed Elective 300-400 level	3
	TOTAL HOURS	41-44

Business Development Concentration

Required Courses	Hours	
MNGT 141 or 201	Introduction to Business/Management	3
BLAW 263	Legal Environment of Business	3
BLAW 363	Law for the Entrepreneur	3
ACCT 201	Accounting Principles I	3
CMST 204	Business and Professional Speaking	3
CMST 314	Organizational Communication	3
MNGT 354	Small Business and Entrepreneurship	3
MNGT 455	Small Business Consulting	3
MKTG 201	Introduction to Marketing	3
MKTG 313	Marketing of Services	3
MKTG 342	Business and Industrial Marketing	3
MKTG or MNGT 300-400	directed elective	3
ECONOMICS 300-400	level directed elective	3
	TOTAL HOURS	39

For additional information, contact Outreach & Engagement at 812/464-1863 or visit www.usi.edu/extserv/academic/bgs.asp.

Course Descriptions

BGS 490 General Studies Internship (1-6) is designed to recognize the value of experiential learning activities and work experience relevant to the individual's program. Each student, as directed by a faculty member, and with consultation from the BGS director, will develop a career development plan that demonstrates the integration of prior educational and work experience with University coursework into a unified and meaningful whole. The number of hours of credit to be awarded will be determined by the faculty member, but may not exceed six. Credit will be awarded only after the student has been admitted to the BGS program.

BGS 498 Personal and Professional Development (3) This capstone course satisfies the University Core Curriculum's Category D: Synthesis for students pursuing the Bachelor of General Studies. Others may enroll for elective credit. This course is an interdisciplinary study of adult human development and self. Theories of psychosocial, cognitive, moral, and faith development are examined and compared with the student's personal history and career development in the form of a professional portfolio and a thematic autobiography. The assigned Applied Research Project draws from the student's critical thinking and information processing skills in identifying a contemporary problem in an organization, gathering pertinent information for analysis, and choosing an appropriate solution. Prereq: PSY 201, senior standing, and consent of instructor.

RESERVE OFFICERS TRAINING CORPS (ROTC)

The ROTC program builds students' leadership expertise, communication and decision-making skills, as well as self-confidence, all of which can be applied immediately while still in college or upon graduation from college. The leadership and management skills taught in ROTC are in high demand in the civilian market as well as in the military.

Instruction and training given both in the classroom and at Army installations range from strategic studies to tactical exercises and include subjects from air-land battle doctrine to rap-

elling, marksmanship, military history, and operational considerations. New lieutenants have options for the job (branch) in which they will work. Educational delays may be requested for graduate school in medical fields and in law. All grades received for Military Science courses are included in cumulative grade point ratios.

For more information call 812/461-5304 or 812/461-5302.

Course Descriptions

101 Fundamental Military Concepts (1) The course introduces students to the basic officer competencies, establishes a firm foundation for continued study in higher ROTC courses, and instructs basic life skills pertaining to personal fitness and interpersonal communication skills. Students will be introduced to the U.S. Army values, national values, and expected ethical behavior. Students will be exposed to the unique duties and responsibilities of officers and the expectations of selfless service, dedication, and duty to the nation. Designed to introduce basic soldier skills and squad-level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. No prereq. F

102 Basic Leadership (1) Examines the leadership process as affected by individual differences and styles, group dynamics, and personality behavior of leaders. Will introduce a generic model of problem solving. Teaches the basic skills that underlie effective problem solving in different work environments. Instructs how to relate the problem-solving model and basic problem solving skills to the resolution of military problems. Students will experience an introduction of fundamental leadership concepts and examine factors that influence leader and group effectiveness. Designed to teach basic soldier skills and squad-level tactical operations. Student involvement in briefings and hands-on practical exercises. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. No prereq. Sp

201 Advanced Leadership and Management (2) Develops basic leadership abilities and management skills through instruction and hands on practical exercises. Introduces principles and techniques of effective written and oral communication. Teaches practical leader skills and examines the principle of subordinate motivation and organizational change. Students will apply leadership and problem solving to a complex case study/simulation. Class is designed to develop individual team skills, decision-making abilities, and test basic tactical proficiency skills as well as improve planning and organizational skills both in and out of the classroom environment. Teaches hands-on soldier skills and squad-level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. No prereq. F

202 Leadership, Tactics and Officership (2) Further develops leadership skills by focusing on conventional basic squad and small unit tactics and introduces students to the basic tactical principles of maneuver. Examines the roots of national and Army values and better citizenship. Allows students to apply principles of ethical decision-making and resolve ethical issues in case studies. Examines the legal and historical foundations and duties and function of the Army officer. Students will analyze the roles officers played in the transition of the Army from the Vietnam Conflict to the 21st Century. Teaches basic soldier skills and squad-level tactical operations. Special attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. No prereq. Sp

204 Leader's Training (Basic Camp) (4) Conducted at Fort Knox, Kentucky, home of the United States Armor Branch, during the summer months, covering a training period of approximately 30 days of paid training and excitement. The Department of Military Science ROTC battalion provides travel to and from Fort Knox. While at camp you will meet students from all over the nation while earning approximately \$800 in pay and receive free room and board while at camp. While at camp, you may apply for a two-year ROTC scholarship to cover up to \$16,000 at selected high-cost universities to pay for your remaining two years of college, \$510 annually for books, and earn a monthly stipend of over \$200 for 10 months per year. The Basic Camp is a way to catch up on missed Military Science courses in order to qualify the student to contract into the Advanced ROTC Course at USI. Prereq: departmental approval. Su

241 U.S. Military History I (1740-1900) (3) The course will focus on U.S. military activity from the French and Indian War through the Spanish American War. Emphasis is on issues in command, impacts of technology, and the evolution of strategy and tactics in modern warfare. Students will conduct a battle analysis using a variety of techniques. F

242 U.S. Military History II (1900-Present) (3) The course will focus on U.S. military activity from before WWI through the Persian Gulf War as well as highlighted concepts in contemporary peacekeeping operations. Emphasis is on issues in command, impacts of technology, and the evolution of strategy and tactics in modern warfare. Students will conduct a battle analysis using a variety of techniques. Sp

Junior Year

301 Small Unit Leadership (3) Course is designed for those students who contract with Army ROTC to continue their military studies in pursuit of a commission as an officer into the Army following graduation from college. Course focus is to build cadet leadership competencies in preparation for attendance and successful completion of ROTC Leader Development and Assessment Course, Ft. Lewis, Washington. Provides an in-depth review of the features and execution of the Leadership Development Program, providing the cadet with periodic assessment of performance in leadership positions. Students will study squad and platoon-level tactics, troop-leading procedures, mission analysis, land navigation skills training, military operations plans and orders development, execution of squad battle drills, and basic briefing techniques. Prereq: department approval. F

302 Small Unit Operations (3) Course is a follow-on module to the MS 301 class, preparing cadets for attendance and successful completion of ROTC Leader Development and Assessment Course, Ft. Lewis, Washington. Focus will center on advanced self-development through the Leadership Development Program and an advanced-learning environment of doctrinal leadership and tactical operations at the small unit level. Cadets will plan and conduct individual and collective skill training for offensive operations and a Field Training Exercise during the spring semester. Cadets will be exposed to the developmental counseling program throughout the course period. Prereq: MS 301 and departmental approval. Sp

Senior Year

401 Leadership, Management, and Ethics (3) Course is designed to develop, train, and transition the advanced course graduate from cadet to lieutenant for service as an officer. Cadet will study Army staff organizations, how they function, and the processes of the army's hierarchy organizational structure. Students will learn in-depth counseling responsibilities/methods, officer and non-commissioned officer evaluation report development, officer evaluation report support form development, and training plan development. Course analyzes the legal aspects of decision-making and leadership in action. Course will expose cadets to the foundations of leadership, operational law, and the key aspects of the Uniformed Code of Military Justice. Cadets will receive training on basic leader responsibilities to foster an ethical command climate and how to meet moral obligations, as well as leader responsibilities to accommodate subordinate spiritual needs. Prereq: departmental approval. F

402 Transition to Lieutenant (3) Continued advanced development and transition of the advanced camp graduate from cadet to lieutenant for service as an officer. Course is a follow-on module to the MS 401 class. Course will expose cadets to the in-depth study of leadership, operational law, and the key aspects of the Uniformed Code of Military Justice with a hands-on approach with interactive scenarios being utilized in class. Students will undergo hands-on training and instruction in Joint Ethics regulations, joint strategic level operations, study of army administrative and logistics management, in-depth counseling techniques, and duty at first military assignment. Course will cover the Army's training philosophy, METL development, equipment readiness, and rules of engagement during deployment operations. Students also will receive training in personal awareness financial planning. Prereq: MS 401 and departmental approval. Sp

499 Military Science Independent Study (1-4) An opportunity to investigate a topic of particular interest to the student under the supervision of a faculty member. Requires extensive reading, research, analysis, and writing. F, Sp

UNIVERSITY DIVISION

www.usi.edu/uni_div

Brian Posler, Ph.D., Assistant Provost for Undergraduate Studies

Michael “Brody” Broshears, M.S., Director of University Division

The mission of University Division is to facilitate USI students’ academic success by helping students build a solid foundation for their college careers. University Division coordinates a variety of academic programs and services, including academic support services for all USI students and academic advising for students without a declared major or classified as non-degree seeking, guest, high school agreement, or conditionally admitted. The Division comprises University Division Advising, Academic Skills, and the English as a Second Language International. For additional information visit www.usi.edu/Uni_Div/index.asp.

UNIVERSITY DIVISION ADVISING

The mission of University Division Advising is to provide academic services that enhance the connection between students and the University. Students who are undecided about a major enroll temporarily in University Division instead of enrolling in an academic major. University Division academic advisors offer guidance to those uncertain about their educational, career, and lifelong goals. Located in Education Center Room 1142, advisors are available to students 8 a.m. to 4:30 p.m., Monday through Friday. Call 812/465-1606.

Students are encouraged to declare an academic major as soon as possible. Students must declare a major before the first semester of their junior year. Transferring from University Division to an academic department can occur at any time during the exploratory period. However, some departments or programs may have additional requirements students must meet before declaration can be made.

Regular academic advising is particularly important for the long-term academic success of students currently exploring multiple career options. Therefore, all University Division students are required to see an academic advisor prior to registration each semester. Students in University Division receive specialized academic advising and are encouraged to participate in one or more career exploration experiences offered on campus. These services include individual career counseling through the Career Counseling office, the GENS 111 Career Planning course, Career Cruising, and other resources.

Like all baccalaureate degree-seeking students, University Division students spend much of their first four semesters completing University Core Curriculum courses, the nucleus of a liberal arts education. These courses help students become better problem solvers, better citizens, and more thoughtful human beings. These requirements and the special academic advice that University Division students receive establish a strong foundation for advanced study and encourage students to use their curiosity and enthusiasm to inquire into many realms of knowledge. University Division seeks to help students become

more flexible, to see relationships among disciplines of study, and to develop the basis for lifelong learning and work.

Conditionally admitted students meet regularly with University Division advisors and take an academic support course (UNIV 101—Freshman Seminar) to help them make a successful transition from secondary education to university work.

ACHIEVE

ACHIEVE is an early-intervention program that assists faculty in the identification and referral of students who are at risk of failing one or more courses to the ACHIEVE representative. Weeks three, four, and five of the semester represent the first critical period when instructors observe students with low skill levels, poor attendance, missed assignments, and limited note-taking activity. At the request of instructors, the ACHIEVE representative will attempt to contact students and provide early intervention strategies to help achieve success.

ACADEMIC SKILLS

The mission of Academic Skills is to enhance student success and the educational process at USI by providing academic support services through classes and a variety of learning assistance programs. Located in the Education Center, Room 1111, office hours during the fall and spring semesters are Monday through Thursday, 8 a.m. to 6 p.m., and Friday from 8 a.m. to 4:30 p.m. Peer tutoring is available at no cost to students. Check with the department for current tutoring schedules.

Placement Testing

Academic Skills administers math, foreign language, reading, and writing placement tests. Any required placement testing must be completed prior to advising and registration. Photo identification is required to test. Appointments are not necessary but can be scheduled by contacting Academic Skills at 812/464-1743 between the hours of 8 a.m. and 4:30 p.m., Monday through Friday. Students with disabilities requesting special accommodations must be registered with the Counseling Center, 812/464-1867, at least two weeks prior to scheduling an appointment for placement testing.

Math, reading, and writing placements are mandatory and GENS coursework should be completed by the end of the first year. Credit hours for all these courses count toward a student’s full-time status, but not all of the classes offer academic credits. However, these courses save time, academic standing, and financial aid, all of which can be jeopardized if students try to advance to courses for which they are not prepared. For additional information on placement and testing, see page 12.

Tutoring

Academic Skills strives to provide the best services possible to help students succeed. Tutoring is available in a variety of subjects including accounting, biology, chemistry, economics, finance, geology, history, mathematics, modern languages, physics, psychology, sociology, study skills, and writing. All peer tutors complete a comprehensive training program. The mathematics, study skills, and writing tutors are all certified by the

College Reading and Learning Association. No appointment is needed for most tutoring, although appointments are available with academic coaches and writing consultants. Students interested in becoming tutors should visit Academic Skills for more information.

Supplemental Instruction (SI)

SI is an academic support program that provides regularly scheduled, out-of-class review sessions to all students in a variety of courses. Facilitated by an SI leader (a student who has previously completed the course), the sessions provide an informal environment to review notes, discuss readings, and prepare for exams. By participating in SI study sessions, students can improve grades while learning effective study strategies that make efficient use of their study time, and, at the same time, make friends who also have strong academic goals.

Success Series Workshops

Success Series workshops are free 45-minute interactive workshops that focus on skills for mastering college-level course work and strategies for lifelong learning. Offered in the Education Center, Success Series workshops cover a wide variety of study strategies including note taking, test anxiety, time management, major/career exploration, and goal setting.

General Studies (GENS) Classes

University Division offers general studies (GENS) courses designed to prepare and enhance students' ability to meet the demands of college-level work.

COURSE DESCRIPTIONS

095 ESL Writing (3) This course is designed for students whose primary language is not English. It is a discussion/practice composition course. Focus is on organization and development of information in paragraphs and short essays with emphasis on correct sentence structure. Students will have weekly written assignments.

096 ESL Reading (3) This course is designed for students whose native language is not English. It will enable students to improve their reading comprehension of academic materials. Class activities include in-depth discussion of reading selections and frequent written assignments.

097 Algebra Review (3) This non-credit course begins with a review of fractions, then moves quickly to the language of algebra including order of operations, exponents, positive and negative numbers, linear equations, and graphing. A computer component called MyMathLab is used as a supplement in this course. Credit in this course will not apply to a degree. Scientific calculators are allowed. Students whose math placement scores meet the University's established readiness level for Gens 097 may enroll. Students whose math scores are below the University's established readiness level for this course may enroll only with the permission of the Academic Skills Math Specialist.

097L Algebra Review Supplement (1) This course is a supplement to GENS 097: topics include concepts from beginning algebra. Concurrent enrollment in the corresponding section of GENS 097 is required. The supplemental course is recommended for those students have not passed GENS 097 on the first attempt. This course does not satisfy the A2 component of the University Core Curriculum.

098 Strategies for Writers (3) This non-credit course provides students opportunities to write and revise college writing assignments. Students will engage in the writing process by practicing strategies for inventing, focusing, organizing, developing, and revising their work, as well as by learning editing strategies for standard grammar and usage. Emphasis will be placed on the early stages of the writing process (generating ideas and planning) and on considering the audience for and purpose of writing. Credit in this course will not apply to a degree. Students whose high school GPA and SAT or ACT scores meet the University's established readiness level for GENS 098 may enroll in this course.

099 Skills for College Reading (3) This non-credit course introduces students to specific reading skills for improving literal and critical reading comprehension in preparation for the demands of college-level reading. In addition, an emphasis will be placed on vocabulary development through knowledge and skill of context clues, word awareness strategies, and through various readings. Credit in this course will not apply to a degree. Students whose SAT Critical Reading or ACT Reading scores meet the University's established level of readiness for GENS 099 may enroll in this course. Students should not enroll in a reading-intensive class while taking this course. Students who begin their reading placement in GENS 099 will be required to enroll in the subsequent reading course, GENS 151, in order to be prepared for college-level reading.

UNIV 101 Freshman Seminar (1) This course is an introduction to the University of Southern Indiana and the undergraduate experience with a specific focus on introducing the intellectual, personal, and social aspects of university life. Students will discuss issues of value and behavior in the college setting, discover what resources are available to them, and learn to take responsibility for their own learning.

105 College Study Strategies (1) This course helps incoming freshmen, current students in need of better study skills, and adults re-entering or contemplating re-entry to formal education assess their current approach to studying. It offers suggestions and practice to improve study methods. The course topics include time management, note taking from lectures and textbooks, exam preparation, listening skills, memory, concentration, test anxiety, and organization. Course is open to all students for elective credit.

111 Career Planning (1) Confusion about career planning occurs among undergraduates as well as among individuals who have entered the working world. This course benefits any student who is undecided about a career choice. The course is designed to increase self-awareness, familiarize participants with informational resources available to help in career planning, and provide individualized assistance with career decision-making. Course is open to all students for elective credit.

151 Academic Reading Strategies (3) In order to be successful in college, students must be able to read, comprehend, synthesize, and process large amounts of information. This course emphasizes the before, during, and after active reading strategies necessary for learning information across the academic disciplines. In addition, students will be encouraged to become self-regulated learners and will demonstrate their understanding of the strategies through practice and application on college-level textbook reading. Students should enroll in a reading intensive course (i.e. history, sociology, political science) as a companion for applying the reading strategies. This three-credit hour course counts as elective credit toward graduation. Prereq: Successful completion of GENS 099 or appropriate placement based on SAT Critical Reading or ACT Reading scores.

199 Select Topics in Study Strategies (1) This course focuses on an intensive study of specialized topics in study strategies such as advancing vocabulary, speed reading, test taking, and strengths finder. Course is open to all students and repeatable with change in course content.

399 Field Experience (1) Students who participate in a University-sponsored internship or cooperative education rotation are required to register for one hour of academic credit for each semester of participation. This repeatable course is an alternative for students who elect not to enroll in their departmental internship course. The credit will apply to elective hours outside the academic major. Grades assigned as Pass/No Pass only. Consent of the instructor is required.

ENGLISH AS A SECOND LANGUAGE INTERNATIONAL

The University has partnered with English as a Second Language International (ESLI) to provide intensive English programs for international students who need to satisfy English proficiency requirements before enrolling in University degree programs. For additional information, call 812/461-5362 or visit www.usi.edu/uni_div/esli/.

OFFICE OF GRADUATE STUDIES

www.usi.edu/gradstud 812/465-7015

The Office of Graduate Studies, located in the Byron C. Wright Administration Building, serves graduate students and graduate faculty whose primary goals are the advancement of scholarship, research, and creative activity. It is through the encouragement and support of these goals that the institution contributes to the development of knowledge and the professional preparation of its graduate students.

Instruction through formal directed study, seminars, and independent research provides graduate students with ample opportunities to acquire advanced knowledge. Programs are designed to improve the students' professional and scholarly abilities.

The primary responsibilities of the Office of Graduate Studies are to maintain and enhance the quality of graduate programs and to facilitate research and creative activity. The Graduate Council, the legislative and administrative body for graduate programs of the University, sets policies and regulations governing graduate work. The Graduate Council conducts the business of the faculty having to do specifically with graduate education, including development, direction, and implementation of graduate programs.

ACCREDITATION AND AFFILIATION

The University is approved to offer the Doctor of Nursing Practice and master's level degrees by the North Central Association of Colleges and Schools (NCA), 30 North LaSalle, Suite 2400, Chicago, Illinois 60602, telephone 312/263-0456, and is a member of the Council of Graduate Schools and the Midwestern Association of Graduate Schools.

GRADUATE DEGREE PROGRAMS

The University has authorization to confer the following graduate degrees: Doctor of Nursing Practice, Master of Arts in Communication, Master of Arts in Liberal Studies, Master of Business Administration, Master of Health Administration, Master of Public Administration, Master of Science in Accountancy, Master of Science in Education, Master of Science in Industrial Management, Master of Science in Nursing, Master of Science in Occupational Therapy, and Master of Social Work.

GRADUATE ACADEMIC FIELDS

College of Business

- Business Administration

Bower-Suhrheinrich College of Education and Human Services

- Elementary Education
- Secondary Education
- Social Work
- Educational Leadership

Pott College of Science and Engineering

- Industrial Management

College of Liberal Arts

- Communication
- Liberal Studies (Interdisciplinary with Pott College of Science and Engineering)
- Public Administration

College of Nursing and Health Professions

- Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Health Administration
- Nursing Educator
- Nursing Management and Leadership
- Occupational Therapy

Post-baccalaureate certificate programs

- College of Nursing and Health Professions
- Health Professions Education
- Health Professions Management

ADMISSION

Admission to Graduate Studies

All requests concerning admission to graduate study should be addressed to the following office:

Office of Graduate Studies
University of Southern Indiana
8600 University Boulevard
Evansville, Indiana 47712
812/465-7015
Email: gssr@usi.edu
Web site: www.usi.edu/gradstud/

Application for admission must be made using the online form or official application forms provided by the Office of Graduate Studies. All application credentials become the property of the University and are not returned to the student.

Initial Steps by Applicants

A student seeking admission to graduate study must submit the following materials to the Office of Graduate Studies.

- All requested application materials, including a completed application form available online at www.usi.edu/gradstud/appl.asp, accompanied by a \$25 non-refundable one-time graduate application fee made payable to USI, at least one month prior to entry date sought. Some programs require an earlier submission date.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- Applications to post-master's programs require an official transcript only from each graduate institution attended.
- All other admission credentials required by the particular program for which admission is sought.

Regular Admission Requirements

The following standards have been established for regular admission to a program of graduate study leading to the master's degree.

- Graduation with a bachelor's degree with a minimum cumulative grade point average (GPA) of 2.5 (Some programs have a higher admission standard. Check the specific program description) from a college or university accredited by the North Central Association of Colleges and Schools or a comparable association.
- A minimum grade-point average of 3.0 in all courses taken at the graduate level at all schools attended.
- An undergraduate record that provides adequate preparation to begin graduate study.
- Satisfactory performance on the Graduate Record Examination, PRAXIS test, or Graduate Management Admissions Test when required.
- Any other requirements for admission that have been established and approved by the Graduate Council.

Conditional Admission

Admission to graduate study on a conditional basis may be granted. One or more of the following factors may be involved when conditional admission is granted

- A student who has undergraduate deficiencies in the area in which graduate work is desired may be granted conditional admission to graduate study. Undergraduate work needed to make up deficiencies may be a necessary part of the student's program. Such work will not carry graduate credit, nor will it count as credit toward a graduate degree. In general, graduate-level courses taken to make up deficiencies will not apply toward the minimum number of hours required for the degree.
- University seniors who qualify for enrollment in a limited amount of graduate work may be granted conditional admission.
- When a student's credentials have not yet been reviewed, conditional admission may be granted.
- Students whose native language is not English may be admitted on the condition that evidence of adequate English proficiency is provided prior to registration.
- The student whose preparation, academic record, or program requirements do not merit regular admission may be granted conditional admission.
- Students admitted conditionally must receive a B average in their first six hours in the graduate program. A student admitted conditionally who earns an Incomplete in the first two courses must remove the Incomplete before enrolling in additional coursework.

Admission Requirements for International Students

International students are subject to all requirements for admission to graduate studies. Application for admission should be made at least six months prior to the date of anticipated enrollment. Admission credentials must include

- an application for admission;

- payment of the application fee; and
- official academic records.

Submit an official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate or graduate work to the Office of Graduate Studies. The records should show a complete list of courses taken, grades received, and any diplomas or certificates earned. They should also state the number of credits awarded for each course or the number of hours of classroom, lecture, and laboratory for each course, and should include information about the school's grading scale.

Where the college or university routinely issues academic records in English, those documents can be accepted. Otherwise, course-by-course English translations of all foreign language educational documents must accompany the originals. The format of the translation should follow the same format as the foreign language original. The accuracy of the translation must be certified either by an appropriate officer at the issuing educational institution; by an appropriate government officer at the Ministry of Education, consulate, or embassy of the country; or by an international credential evaluation service.

Transcripts and other educational records are official only if the issuing institution, government officer, or evaluation service sends them directly to the Office of Graduate Studies. Course work from one institution reported as transfer credit on the transcript of another institution does not constitute an official transcript.

Verification of English competency

English competency is established by achievement of a minimum score of 550 on the paper-based TOEFL (Test of English as a Foreign Language) or 79 on the Internet-based TOEFL or six on the IELTS (International English Language Testing System) test. All foreign-born applicants whose primary spoken language is not English must provide official test scores before being admitted; these scores must be less than two years old. Official test results should be sent to the Office of Graduate Studies at the time of application.

Exception: International students whose native language is English or who have graduated from an American university in which the language of instruction is English are not required to demonstrate language proficiency. Information about the TOEFL administration dates and registration procedure may be obtained from TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, USA; telephone 609/771-7100. The web address is www.toefl.org.

Non-degree Status/Special Student Admission

Students who hold a bachelor's or higher degree from an accredited institution and wish to take graduate course work for credit may take up to six hours before they must be admitted to a program. Students wishing to apply for this status must submit necessary application credentials and the one-time non-

refundable \$25 graduate application fee payable to USI and be approved for admission by the appropriate department/college and by the director of Graduate Studies. Official transcripts are required of all undergraduate and graduate course work attempted. Have each registrar send transcripts directly to the Office of Graduate Studies, USI, 8600 University Boulevard, Evansville, IN 47712-3596. The Graduate Studies office must receive the transcripts by the end of the first semester the student is enrolled in graduate course work.

Special Student Guest Admission

A student in good standing in any regionally accredited graduate school who wishes to enroll in graduate courses for credit for the purpose of transferring this credit to his or her graduate school may be admitted under the category of Special Student Guest Admission. This admission is valid for only one semester or one summer term but may be renewed any number of times upon reapplication. Students wishing to apply for this status must submit necessary application credentials and the one-time non-refundable \$25 graduate application fee payable to USI and be approved for admission by the appropriate department/college and by the director of Graduate Studies. Official transcripts are required of all undergraduate and graduate course work attempted. Have each registrar send transcripts directly to the Office of Graduate Studies, USI, 8600 University Boulevard, Evansville, IN 47712-3596. The Office of Graduate Studies must receive the transcripts by the end of the first semester the student is enrolled in graduate course work.

The University assumes no responsibility for the transfer of graduate work to any other university. The student should ascertain transferability of credit with the degree-granting institution prior to enrolling at the University of Southern Indiana.

University Seniors

A senior student at the University with an overall GPA of 3.0 or higher who is enrolled in his/her last semester of undergraduate work may be granted conditional admission to enroll in a limited amount of graduate course work.

Residence Classification for Fee Purposes

In-state residence requires a bona fide permanent domicile in excess of 12 months. Holders of degrees from the University who at the time of graduation were residents of the State of Indiana shall, for the purpose of subsequent registrations in the University, be classified as residents of Indiana. 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. The Office of Graduate Studies, 812/465-7015, can answer questions regarding residence classification.

Non-Resident Fees

In addition to the combined fees required of all students, those who are not residents of the State of Indiana must pay additional non-resident fees for on-campus study during the regular academic year and summer sessions.

GRADUATE FINANCIAL ASSISTANCE

Student financial assistance includes scholarships, loans, assistantships, and student employment under the Work Study program.

Application for Financial Assistance

To have financial assistance processed in a timely manner and to be considered for all types of assistance, students must file the Free Application for Federal Student Aid (FAFSA) prior to March 10 proceeding the academic year for which aid is being requested. The academic year begins in fall and ends in summer.

While the Free Application for Federal Student Aid (FAFSA) covers fall through the following summer, summer aid requires special processing. The summer is the same length as a regular semester and has the same enrollment requirements. Half-time is a minimum of four credit hours. Stafford loans and many private loans require at least half-time enrollment.

A separate Stafford Loan request form is required for summer. Since eligibility for most programs depends on how much aid was used during the past academic year, it is recommended that students meet with their financial aid counselors to determine summer eligibility for financial assistance before summer registration.

Summer Work Study is available for both enrolled and non-enrolled students. Non-enrolled students must be registered for the upcoming fall semester. Students may work full-time during periods of non-enrollment but a percentage of earnings from these periods will be used to meet students' need in the upcoming academic year. Thus summer employment can reduce students' eligibility for certain programs during the academic year.

The Free Application for Federal Student Aid (FAFSA) is available online at www.fafsa.gov.

Write or call for more information.

Student Financial Assistance Office
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3597
www.usi.edu/finaid/
Email: finaid@usi.edu
812/464-1767
800/467-1965

Transfer Students

Students who have attended another college within a three-month period prior to enrolling at USI must have their records checked on the National Student Loan Data System by USI staff before aid may be disbursed. All transfer students must have final academic transcripts evaluated. Mid-year transfers can expect delays in Stafford Loan processing due to final transcripts arriving after the start of the semester.

Enrollment Status/Credit Level

To be considered a full-time graduate student for the purpose of receiving most financial aid requires that the student be

enrolled in required graduate courses totaling at least eight credit hours during each semester including summer. A load of four credit hours of graduate course work during a semester is the minimum amount for consideration as a half-time graduate student.

NOTE: Assistance may be reduced for less than full-time enrollment. Assistance may be withdrawn for less than half-time enrollment. Only credits which are required for successful completion of the student's degree program may be counted in the determination of enrollment status. Students who receive aid for courses which are not required for graduation will be directed to repay all or a portion of such aid. Scholarship recipients are responsible for knowing and complying with the rules specific to each scholarship program.

Financial Responsibility

Students must be prepared to pay that portion of their tuition and fees not covered by financial aid. The Bursar's Office offers an installment payment plan that utilizes multiple payments during an extended time period. An additional processing fee is assessed.

Most types of aid will appear as a credit against tuition and fees on the bill sent prior to the start of classes. Some aid types, such as Work Study, require special procedures and will not appear on the tuition bill. Memo aid that appears on the bill, such as student loans, may be deducted from total tuition and fees. Students should contact their Student Financial Assistance counselor if they have questions about these procedures.

Satisfactory Academic Progress

A graduate student who receives financial assistance for attendance at the University of Southern Indiana must maintain satisfactory academic progress toward the achievement of his/her degree. While certain institutional scholarship and grant programs have more stringent requirements, this policy sets the minimum standards for evaluating satisfactory academic progress for graduate level federal and state financial assistance programs.

Enrollment in Graduate Program

Financial aid recipients must take only courses which apply to their graduate program. Prerequisite undergraduate courses do not count toward enrollment status for graduate level financial assistance. Students enrolled in pre-requisite classes may qualify for senior class (undergraduate level) Stafford Loan limits for a maximum of 12 months. In these special cases, the completion rate and minimum cumulative grade point average of this policy apply. Special students and guest students are not eligible for financial assistance.

Cumulative Grade Point Average

Financial aid recipients are required to maintain a minimum GPA as they progress toward achievement of their degree. Graduate and prerequisite students will be evaluated as follows:

- New prerequisite students must be taking only classes that are required prerequisites OR a combination of required prerequisite classes and graduate-level courses needed for the intended major. Courses must be approved by their graduate advisor and a copy of the approval must be submitted to the Student Financial Assistance office before the first term begins.
- New graduate students must be admitted to Graduate Studies in a specific degree program.
- Transfer graduate students must have minimum transfer GPA of 3.0 and be admitted to Graduate Studies in specific degree program.
- Continuing and readmission graduate students must have minimum USI graduate cumulative GPA of 3.0 and be in "good standing" as a graduate student in a specific major.
- **NOTE:** Certain courses (e.g., business courses numbered 501) do not automatically produce a graduate GPA. GPA from such courses will be manually calculated to determine financial aid eligibility.

Successful Completion Rate

Students' overall successful completion rate is evaluated each semester. Students who have successfully completed a minimum of 67 percent of all attempted hours, and otherwise comply with the SAP policy, are considered to be making financial assistance satisfactory academic progress. Note that overall attempted hours include prerequisite hours required for the graduate program and transfer hours accepted into the graduate program.

Students whose overall successful completion rate falls below 67 percent will be placed on financial aid probation. Students placed on probation have one semester in which to establish a 67 percent successful completion rate for all courses appearing on the USI academic transcript. Failure to establish at least a 67 percent overall successful completion rate by the end of the probationary term will result in suspension of financial aid eligibility. Note: Courses in which a passing grade is earned are considered successfully completed. Courses in which a failing grade, no pass grade, incomplete, or withdrawal is assigned are not successfully completed.

Exceptions to the Completion Rate Rule

A student who receives financial assistance and fails to earn academic credit will have aid eligibility suspended at the end of the term. This includes students who withdraw from the term after receiving financial assistance.

Maximum time frame

Graduate students are limited to a maximum number of attempted credits (including transfer graduate credits and survey courses - e.g., business courses numbered 501) in pursuit of a master's degree. Federal regulations limit a student to 150 percent of the published time frame for a particular program. This limit imposes the following maximum attempted hours for the majors listed.

- Maximum Attempted Hours 49: Industrial Management; Liberal Studies; Accounting; and Secondary Education

- Maximum Attempted Hours 59: Elementary Education; Health Administration; Public Administration; Social Work advanced standing; Nursing Management & Leadership; Nursing Education; Clinical Nurse Specialist; and Occupational Therapy
- Maximum Attempted Hours 63: Acute Care Nurse Practitioner; Family Nurse Practitioner
- Maximum Attempted Hours 68: Business Administration
- Maximum Attempted Hours 92: Social Work—two-year and three-year

Students pursuing second and subsequent graduate degrees are limited to 120 attempted credits including credit given for prior graduate studies.

Transfer Credits

Graduate credits accepted by USI from other institutions will be used in both the completion rate and cumulative GPA evaluations. While the cumulative GPA will be determined by the registrar using **only credits attempted at USI**, credits transferred to USI will count as credits attempted and credits earned.

Incompletes and Course Repeats

Incomplete grades must be converted to a passing grade by the end of the following regular term (fall or spring). Incompletes which remain beyond the following term will be considered unsuccessful completion for financial aid purposes. Graduate courses in which the minimum grade requirement is not met may be repeated only one time for financial aid purposes. Each occurrence on the academic transcript of a repeated course counts toward the maximum attempted credit limit stated under “Successful Completion Rate.”

Probation

Satisfactory academic progress will be evaluated at the end of the fall, spring, and summer. Probation with continuing financial assistance will be imposed for students who do not comply with this policy (except in cases of a one-term, zero percent completion rate in which case immediate suspension applies). Students placed on probation will have one semester to establish satisfactory academic progress.

Suspension

Students who fail to establish satisfactory academic progress after being placed on probation for one semester will have their financial aid eligibility suspended until they comply with this policy. (Note: A one-term successful completion rate of zero percent will also result in suspension.)

Mitigating Circumstances

If a student's failure to maintain satisfactory academic progress is a result of illness, family circumstances, or other conditions beyond the student's control, the student may appeal to the Financial Assistance Advisory Committee for a waiver of this policy. All such appeals must be submitted within 60 days of the end of the term in question and documentation by a third party (e.g. doctor, counselor, or attorney) will be required when

applicable. Appeals should be sent to the following address:
Advisory and Appeals Committee
Student Financial Assistance
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712

Students will receive a written response to their appeal within 45 days. Appeals submitted less than 30 days prior to the start of a term for which assistance is desired may not be processed before tuition and fees are due. Students must be prepared to pay their tuition and fees pending the outcome of their appeal.

No financial assistance, including Stafford Loans, will be reinstated for prior terms in which the student was not in compliance with this policy.

Institutional Refund Policy for Financial Aid Recipients

This policy applies to students who withdraw from the semester, either officially or unofficially, or are administratively dismissed. Tuition and fee refunds for these students are determined according to the following policy:

1. The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and at USI includes the following programs: unsubsidized Stafford loans, subsidized Stafford loans, Parent PLUS loans, Federal Pell Grants, Federal (FSEOG) Supplemental Educational Opportunity Grants, Academic Competitiveness Grants (ACG), and National S.M.A.R.T. Grants.

2. A student's withdrawal date is the earlier of:

- the date the student began the institution's withdrawal process (as described in this bulletin) or officially notified the University's registrar of intent to withdraw; or
- the midpoint of the period for a student who leaves without notifying the institution; or
- the student's last date of attendance at a documented academically-related activity.

Note: Medical Withdrawals and the Return of Title IV Funds - Students who are granted medical withdrawal are treated in the same manner as students who withdraw from the college.

3. Refunds and the Return of Federal Funds

- Refunds of tuition, campus service fees, parking fees, and special fees will be prorated on a weekly basis through the fourth week of the fall and spring semesters (eighth day of a summer session). There are no refunds of tuition and fees to students or to non-federal entities after that point in time.
- Refunds of room and board charges will be prorated on a per diem basis through the fourth week of the fall and spring semesters (eighth day of a summer session). There are no refunds of fall or summer room and board charges to students or to non-federal entities after that time. Exception: The Residence Life contract does not permit prorated housing refunds in the spring semester. Any student who withdraws in the spring semester is charged the full housing contract

buy-out fee regardless of the date of withdrawal. Note: Residence Life may assess penalties and damage charges that could reduce the amount of the refund. Declining balance food plans are non-refundable.

- Title IV federal aid is earned in a prorated manner on a per diem basis based on the semester calendar up to the 60 percent point in the semester or summer as a whole. Title IV federal aid is viewed as 100 percent earned after that point in time.
- Students withdrawing by the close of business on the census date for a given term will receive a 100 percent refund minus room and board charges. In the fall and spring, the census date is the end of the first week of classes.
- Refunds will be sent to students' mailing (permanent) addresses following withdrawal. Adjusted bills will be sent to the students' email addresses.
- There are no refunds for incomplete independent study or distance education courses.
- There are no room or board refunds for enrolled students withdrawing from the room or board plans after the fourth week of the semester (eighth day of a summer session).
- Room and board charges will be adjusted for students enrolled in approved academic off-campus activities such as study abroad, internships, co-op placement, and field placement.
- In accordance with federal regulations, when federal financial aid is involved, refunds are allocated in the following order: unsubsidized Stafford Loans, subsidized Stafford Loans, Parent PLUS loans, Federal Pell Grants, Federal SEOG, other Title IV federal assistance, other federal sources of aid, other state, private and institutional aid, and finally, the student. Note: Generally, all semester charges must have been paid in full at the time of withdrawal for a student to receive a refund.

4. The University's responsibilities in regard to the return of Title IV funds

- providing each federal financial aid recipient with the information given in this policy;
- identifying students who are affected by this policy and completing the Return of Title IV Federal Funds calculation for those students; and
- making required returns of Title IV federal funds that are due the Title IV programs.

5. The student's responsibilities in regard to the return of Title IV funds

- notifying the University's registrar of intent to withdraw (must provide proof of identity);
- following the University's prescribed procedures for officially withdrawing from the semester; and
- returning to the Title IV federal programs any funds that were disbursed directly to the student for which the student was determined to be ineligible.

6. Schedule Changes

Refunds of tuition and instructional fees resulting from a change in enrollment status (for example, from full-time to

half-time) will be returned to the financial aid program(s) which originally paid the tuition/fees. Other refunds will be made by check to the student or other payee through the fourth week of the semester or eighth day of a summer session. Note: Student accounts which are not paid in full at the time of withdrawal may not receive a refund or may receive only a partial refund.

7. Excluded Charges

Charges that are excluded from refund calculations under this policy

- unpaid charges for the current semester or summer session;
- institutional charges for prior terms;
- housing deposits;
- proprietary (Sodexo) declining balance food plans;
- lab breakage fees (and other refundable deposits);
- admission fees;
- matriculation (orientation) fees;
- textbooks;
- charges for non-returnable supplies and equipment;
- penalty charges such as parking, library, and video fines; and
- late registration fees.

8. Non-Attendance Procedure

Students who receive financial aid and do not attend classes will be required to promptly repay all funds received. Non-attending recipients of student loans will have their loans cancelled and all disbursed loan amounts will be due and payable in full within 30 days. Failure to repay this debt will result in an adverse report on the student's credit history and eligibility to enroll at USI will be revoked.

9. Other Refunds

The University reserves the right to apply any refund due a student to the repayment of institutional loans or book charges.

Any notification of a withdrawal or cancellation of class schedule should be in writing, signed, and addressed to the University's Office of the Registrar. Cancellation of admission applications (prior to enrollment in classes) should be in writing, signed, and addressed to the University's director of Admission.

If you believe that your individual circumstances warrant that your charges or refund should be determined in a manner other than described in USI's published policies, contact the Bursar's Office in writing to explain your circumstances or justification for an exception. The outcomes of application of the institutional refund policy may be appealed in writing to the University's Administrative Appeals Committee.

Disclaimer: The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time when required by changes in federal regulations. This policy reflects the University's good faith effort to interpret federal regulations that have a bearing on such matters.

General Eligibility Requirements for Federal Student Aid

To receive Federal Work Study and Stafford Loans, a student must meet the following general requirements and additional program-specific requirements.

- Demonstrate financial need (except for unsubsidized Stafford loans and graduate PLUS loans).
- Be a U.S. citizen or eligible noncitizen (for most programs) with a valid Social Security number (SSN).
- Be working toward a degree or certificate in an eligible program.
- Have a high school diploma or a General Educational Development (GED) certificate.
- Register (if you haven't already) with the Selective Service, if you are a male between the ages of 18 and 25.
- Maintain satisfactory academic progress.
- Not be in default on a Title IV or HEA student loan or owe a repayment of a Title IV or HEA grant received for attendance at any institution.
- Complete and submit all requested forms/documents (such as Verification) to the Office of Student Financial Assistance. Check your MyUSI to see what forms/documents have been requested.

Federal Financial Aid Programs

Federal Work Study (FWS)

Federal Stafford Loans (subsidized and/or unsubsidized interest)

Federal Graduate PLUS Loans (unsubsidized interest)

For more information, or to receive an application packet for financial assistance, contact

Student Financial Assistance
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3597
812/464-1767
Toll-free 800/467-1965
Email: finaid@usi.edu
Web: www.usi.edu/finaid/

University Scholarships, Grants, and Enrollment Reciprocity

Thanks to the Indiana Commission for Higher Education and the Kentucky Council on Higher Education, a reciprocal agreement between Kentucky and Indiana provides an opportunity for the residents of Daviess, Hancock, Henderson, and Union counties in Kentucky to attend the University of Southern Indiana while paying "in-state" tuition and fees. Students who begin a program under the Reciprocity Agreement will be permitted to complete the program after the agreement expires contingent upon continuous enrollment in all regular terms. An eligible student

- must be accepted and enrolled at USI;
- may enroll in any undergraduate or graduate degree program;
- may enroll on a full-time or part-time basis;
- shall be subject to the same admission standards as resident students; and
- shall be assessed tuition and fees at resident student rates.

Child of Disabled or Deceased Veteran (CDV)

State universities in Indiana waive tuition and certain fees for children of a service-connected disabled or deceased veteran. The veteran must be classified as an Indiana veteran by the Indiana Department of Veterans Affairs and have received an honorable discharge. The student must be classified by USI as an Indiana resident for tuition purposes. USI waives applicable fees for a total of four years of study (124 credit hours) under the CDV program including study at other state universities. This benefit is available for both undergraduate and graduate study. See the CDV application for additional eligibility requirements.

Courses must be for college credit. Only the institutions listed on the application are eligible for this benefit. Eligibility is not limited by age of the applicant and can be used for undergraduate and graduate study; however tuition and regularly assessed fees for graduate students will only be paid at the undergraduate rates charged by the school.

Applications are available in the Student Financial Assistance Office and on the web at www.usi.edu. Applications must be certified by the Indiana Department of Veteran Affairs in Indianapolis.

Child of POW/MIA

State universities in Indiana waive all instructional fees for the child of any person who was a resident of Indiana at the time of entry into the U.S. Armed Forces and was classified as a prisoner of war (POW) or missing in action (MIA) after January 1, 1960. Eligible children must have been born before or during the time the parent served as a POW or was declared MIA. Contact the Student Financial Assistance Office for applications and information.

Child of Indiana Police Officer or Firefighter Killed in the Line of Duty

State universities in Indiana waive tuition and certain fees for the children of Indiana police officers or firefighters killed in the line of duty. USI waives tuition and lab fees for a maximum of 124 credit hours of study through age 23. This benefit may be used for undergraduate or graduate study. Contact the Student Financial Assistance Office for more information.

Graduate Assistantship

Students admitted to a graduate program and enrolled in a minimum of five graduate credit hours per semester may qualify for a limited number of graduate assistantships. In addition to pursuing a formal program of graduate study, a graduate assistant performs professional duties and assumes responsibilities commensurate with his/her educational background and experience. A graduate assistant receives a fee waiver and is paid wages for work performed. Applications are available in the Office of Graduate Studies.

Student Employment

In addition to Federal Work Study, the University employs students as part-time employees. Contact the Career Services and Placement Office in the Orr Center for information about non-Work Study student employment as well as off-campus opportunities.

Limitation on Participation

When institutional and/or state programs provide for payment of the same fees (e.g., tuition), the Student Financial Assistance Office will coordinate the assistance so that it does not exceed the charges that are to be paid. Tuition-specific financial aid may not be applied to other charges or refunded to students.

Disclaimer: The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time when required by changes in federal regulations. This policy reflects the University's good faith effort to interpret federal regulations that have a bearing on such matters.

FEES AND EXPENSES

Contingent, Student Service, and Academic Facilities Fees

Indiana residents who are graduate students pay a combined contingent, student service, and instructional facilities fee of \$267.95 per credit hour.*

Non-Resident Fees

Non-resident graduate students pay an additional \$260.67 per credit hour.*

Note: Registered students must remit payment by the due date on their billing statement. (Fees may be paid by using MasterCard, VISA, American Express, or Discover, personal check, money order, or cash.)

Schedule of Fees
(Effective Fall Semester 2010)
Fee Per Credit Hour

Graduate	Indiana Resident	Non-Resident
Contingent Fee	\$ 198.95	\$ 198.95
Academic Facilities Fee	44.35	44.35
Student Services Fee	19.65	19.65
Technology Fee	5.00	5.00
Non-Resident Fee		260.67
Total Fees	\$267.95	\$528.62

Other mandatory fees include:

University Services Fee (eight or more credit hours per semester)	\$30.00
University Services Fee (more than three and fewer than eight credit hours per semester)	\$22.75
University Services Fee (three or fewer hours per semester)	\$10.00
Transportation and Parking Fee (eight or more credit hours per semester)	\$65.00
Transportation and Parking Fee (more than three and fewer than eight credit hours per semester)	\$52.00
Transportation and Parking Fee (three or fewer credit hours per semester)	\$39.00

***Note:** Fees are set annually and students should expect fees to increase slightly.

REFUNDS AND SPECIAL FEES

Application Fee: Students submitting an application for graduate studies, programs, non-degree seeking or guest status must remit a \$25 non-refundable one-time application fee made payable to USI.

Computer Lab Fee: A charge of \$35 is made to all students enrolling in selected laboratory/studio courses. These charges and courses are identified at each registration period.

Health Professions Insurance: Students enrolled in courses that involve work with direct patient care are assessed a \$15 fee.

Distance Learning Fee: Students who are enrolled in distance education courses and are not Indiana residents are assessed a fee of \$10 per credit hour. Distance education courses also may have additional fees that are course-specific.

Late Registration Fee: A fee of \$30 will be assessed to a student the first week and \$125 starting the second week to those who fail to complete registration within the dates and hours specified in the published procedure for registration for any semester or summer term.

Parking Fine: The Office of Safety and Security may assess fines for parking and traffic violations in accordance with University of Southern Indiana traffic regulations.

Replacement of Eagle Access Card Fee: A fee of \$10 will be charged to students who apply for a replacement student ID card (Eagle Access Card).

Supervised Teaching Fee: Students who have not completed 40 credit hours of work at the University of Southern Indiana may be charged an additional special fee of \$12 per credit hour when registering for supervised teaching courses.

Refund Policy (fall and spring semesters): Students who drop one or more courses during the first week of a semester will receive a 100 percent refund of fees; during the second week, a 75 percent refund; during the third week of a semester, a 50 percent refund; during the fourth week of a semester, a 25 percent refund. No refund will be made for courses dropped thereafter. This policy is applicable to both class schedule changes and withdrawals from the University.

Refund Policy (summer sessions): Students dropping courses or withdrawing from the University on the first or second day of summer session classes will receive a 100 percent refund; on the third or fourth day of classes, a 75 percent refund; on the fifth or sixth day of classes, a 50 percent refund; on the seventh or eighth day of classes, a 25 percent refund. No refund will be given for dropped courses or withdrawals after the eighth day of summer session classes.

ACADEMIC INFORMATION AND POLICIES

General Requirements

A graduate degree is awarded to a student upon completing an approved graduate curriculum, earning a specified minimum number of credit hours of graduate credit, and conforming to all rules and regulations of the Office of Graduate Studies. A comprehensive project or thesis may be required in some programs.

The degree requirements of certain programs may exceed those of the Office of Graduate Studies noted above. The student should contact the appropriate program director for information about specific program requirements.

Academic Year

The University's academic year includes two semesters and two summer sessions. The academic calendar is published for each term in the Schedule of Classes.

Regulations

The University reserves the right to amend or otherwise change the requirements regarding admission and to drop, add, or change the arrangement of courses, curricula, the requirements for retention, graduation, and degrees, and other regulations of the Office of Graduate Studies. Such regulations shall be effective whenever determined by the appropriate faculty and administrative bodies; they may govern both old and new students. The University Code of Conduct describing policies covering the general behavior of students is published in the Student Rights and Responsibilities section of this bulletin. It also is available from the Office of Student Life.

Enrollment and Registration

Registration for graduate work that is to be applied toward a degree requires a valid current admission to a graduate program.

When all conditions for registration have been met, students can receive registration materials. Graduate students must consult with advisors and have courses approved. The registration process will take place as outlined in the Schedule of Classes for each semester or summer term.

Auditing Graduate Classes

Only appropriate undergraduate courses may be open for audit. Graduate courses are not appropriate for audit. No graduate course may be audited.

Student Load

A full-time course load for graduate students is eight hours of graduate course work. A half-time load is four to fewer than eight hours of graduate courses. A part-time load is fewer than four hours of graduate courses. The maximum number of hours in which a graduate student may enroll without permission is 12 hours. When exceptional situations prevail, a student may request permission to enroll for additional hours. Such permis-

sion must have the approval of the advisor, the program director, and the director of Graduate Studies. The full-time course load of any combination of graduate and undergraduate courses during any semester including the combined summer sessions is 12 hours.

Enrollment Status for Financial Aid

See the section on Graduate Financial Assistance for enrollment minimums for eligibility for assistance.

Course Numbering System

Courses bearing the catalog number 500 or higher carry graduate credit. Courses numbered in the 500 series usually have 400-series counterparts that are open to undergraduate students. Excluding exceptional circumstances, courses numbered 600 and higher are open to graduate students only. Courses numbered 700 and higher are open to doctoral students only.

Residence, Transfer, and Extension Credit

The Office of Graduate Studies may accept for transfer as many as 12 credit hours of credit earned at other colleges and universities accredited for master's or higher-level study by the North Central Association of Colleges and Secondary Schools or a comparable regional accrediting association. The total average in such study must be B or above and no grade lower than B will be accepted. All transfer work must be approved in advance by the student's graduate advisor and by the director of Graduate Studies.

Within the Office of Graduate Studies limit, noted above, each graduate program determines the number of transfer hours acceptable. The Office of Graduate Studies will accept no more than those determined acceptable by the respective graduate program. The student must consult the appropriate graduate program director for such information. All transfer hours must be appropriate to the particular program in which the student is enrolled.

Correspondence study will not count toward a graduate degree at USI, and such credit cannot be transferred from another institution.

Progress toward the degree

During the period of study leading to the master's degree, a graduate student must show evidence of sound scholarship. The following standards must be met to retain good standing as a graduate student.

- Maintain a B average or better in all graduate work (higher GPA may be required in certain programs).
- Maintain continuous enrollment in graduate work. Any student admitted to graduate studies and to a graduate program who has not enrolled and received graduate credit for work at USI for a period of longer than one calendar year from his or her last enrollment must reapply to the program.
- Complete degree requirements, including a minimum of 30 hours of graduate credit, within seven years of enrollment in the first course(s) counting for degree credit in the program or retake or validate courses exceeding this time limit.

A student who fails to meet these standards or others specified by individual graduate programs may be placed on probation, suspended from graduate study, or dismissed from the University. The director of Graduate Studies and the Graduate Council will determine appeals of those decisions in such matters.

Retention

A student admitted to graduate study must maintain a grade average of B (3.0) or better in all graduate work. A student whose GPA drops below a 3.0 will be placed on probation and may be suspended from graduate study.

Probation and Dismissal Policy

The degree requirements of certain programs may exceed those of the Office of Graduate Studies. The student should contact the appropriate program director for information about specific program requirements.

- Graduate program GPA (GPGPA)* below 3.0
- Upon dropping to a GPGPA below 3.0, a student is placed on academic probation. The director of the student's graduate program is responsible for notifying the student of such action. A student may remain on probation for up to 12 credit hours of graduate work. If after these additional hours of graduate work have been completed the GPGPA is not 3.0 or above, the student shall be academically dismissed.

*Graduate Program GPA: A cumulative grade point average of all USI graduate courses taken (courses numbered 500 and higher) except graduate survey prerequisite courses in the MBA program.

- GPGPA below 2.5
- If the GPGPA drops below 2.5, a student shall be academically dismissed unless it is possible to bring the GPGPA up to 2.5 in no more than six additional hours of graduate work.
- Appeal Option
- A student who is academically dismissed may appeal that dismissal to the appropriate graduate faculty committee within his or her program of study. The reason for the appeal should be stated clearly in writing.

Interruption of Program

Any student admitted to a program of graduate study who has not been continuously enrolled and receiving graduate credit each semester of the academic year must apply for readmission in the Office of Graduate Studies. The student will be required to follow the regulations in effect at the time of readmission.

Time Limitation

In order to count toward a master's degree, course work must be completed within seven years of a student's enrollment in the first course(s) counting for degree credit in the program. For the master of science in nursing and the doctorate in nursing practice degrees, coursework must be completed within five years of the student's enrollment in the first course counting for degree credit in the program. For courses that exceed this time limit, students must either validate the previous credit or retake the course(s) to meet degree requirements. A faculty member identified by the director of the graduate program sets validation requirements.

Validating Course Work

To validate a course, the student files a validation petition form obtained from the director of the graduate program. The form is filed in the student's program office until the student completes the validation requirements. When the course has been validated, the graduate program director files the completed form with the Office of Graduate Studies and it becomes part of the student's permanent file.

Class Attendance

A student is expected to attend all classes. It is the responsibility of an instructor to inform the student of the consequences of absence from class. It is the responsibility of the student to keep instructors informed regarding absences from classes.

A student who knows of necessary class absences should consult instructors prior to the absence. A student who misses classes is not excused from the obligations to instructors. Instructors are expected to provide the student with an opportunity to meet class commitments, when absences are for good and proper reasons. Further, instructors are expected to maintain attendance records and to report excessive absences to the Office of the Registrar.

Administrative Withdrawal for Non-Attendance

Students who are absent one-half or more of the class meetings without excuse during weeks two through four of a semester may be notified by letter of the possibility of their being administratively withdrawn from their class. The students so notified will be given until the end of the seventh week (mid-term) to meet with their instructors to resolve the situation. The instructor of the class may complete the process of an administrative withdrawal of the student (at mid-term) if the situation is not resolved.

GENERAL STUDENT POLICIES

Policies on student behavior, plagiarism, falsification of records, and other non-academic policies may be found in the Student Life section.

Grading

The following grading standards apply to graduate work.

Grade	Type of Graduate Work
A	Excellent
B+	Above average
B	Average
C+	Below average
C	Below average (minimal passing grade for graduate credit)
F	Failure

In computing scholastic averages, the following point ratios are used: A = 4.0, B+ = 3.5, B = 3.0, C+ = 2.5, C = 2.0. An average of at least 3.0 is required to remain in good standing. This is to be considered the minimum graduate program requirement and may be higher in specific programs.

In general, incomplete grades may be given only at the end of a semester or term to those students whose work is passing but who have left unfinished a small amount of work – for instance, a final examination, a paper, or a term project – which may be completed without further class attendance, or to students who have unfinished theses or graduate research projects. Course instructors may, at the time the incomplete is given, place a time limit for removal of an incomplete grade. The instructor must submit to the Registrar's Office a statement describing the work to be completed by the student receiving an incomplete grade. In the event that the instructor from whom a student received an incomplete grade is not on campus, the disposition of a case involving an incomplete grade resides with the appropriate chair or dean.

An In Progress (IP) final grade is given in graduate project classes that require enrollment in the same class in successive semesters. An IP grade means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

A withdrawal (W) is given when a student officially withdraws from a course during the automatic W period (see Withdrawal from the Semester/Term) and the W also is given if the student is passing at the time of withdrawal after the automatic W period has ended. A W means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

Grade Point Average (GPA)

The grade point average is a numerical value which is obtained by dividing the number of grade points earned by the number of hours attempted. This average is computed at the end of each term, both for the term and on a cumulative basis. The grade of A represents four points for each hour of credit; B+ three and one-half points; B three points; C+ two and one-half points; C two points. No points are recorded for an F, although the hours attempted are included in the computations. No points are recorded for an S or U and the hours attempted are not included in the computations.

Course Repeat

Graduate courses taken at the University may not be replaced for possible GPA improvement. The grades received of all repeated courses will remain on the transcript and will be used for GPA computation.

Academic Grievance

If a student has a possible grievance with a faculty member, the procedures for filing a grievance are outlined in the student code of conduct in the Student's Rights and Responsibilities: A Code of Student Behavior section in this bulletin.

Elimination from a Program

Inappropriate professional conduct is grounds for termination of admission. Students may be eliminated from a graduate program "for cause" by the director of Graduate Studies on the basis of recommendation from the advisor, graduate committee

(if one exists), and graduate program director. "For cause" includes professional judgment of the graduate faculty of the program involved and the director of Graduate Studies that the student does not meet the academic or professional standards required for a student earning a graduate degree in that area.

Workshop Credits

Individual degree programs set the number of credit hours earned in workshop courses applicable toward the master's degree. As a general rule, no more than eight credit hours of workshop credit will be accepted. The student's graduate program director and the Office of Graduate Studies must approve petitions for more than eight hours.

Graduation

A candidate for graduation should file with the Office of the Registrar a formal application for graduation and a diploma form no later than the third week of the semester preceding his or her final semester before May or December commencement. The application for graduation may be obtained from the student's graduate program director. The diploma form may be obtained at the Office of the Registrar or online at www.usi.edu/commencement/ and is available under graduation information on the Graduate Studies web site at www.usi.edu/grad-stud/gradinfo.asp.

Petition Procedures

Students wishing to request an exception to any of the policies of the Office of Graduate Studies should contact that office for information about petition procedures.

Second Master's Degree

A student with a master's degree from an accredited institution may be admitted to a second master's degree program at USI. The appropriate graduate program director may accept up to 12 hours of credits, and in consultation with the student, will advise on the remaining hours of the program. The limitation of seven years (see Time Limitation) does apply on these remaining hours. All regular requirements for the master's degree program also must be met.

Library Fines

Library fines are assessed for overdue books.

Encumbrance

Students who have a financial obligation to the University will have their future registrations encumbered and their records, transcripts, and diploma will not be released until the obligation has been met.

Transcript Fee

There is no fee charged for transcripts of record issued.

Schedule Changes

Students who wish to alter their original schedule, whether by personal incentive or by school directive, must do so officially by the procedure outlined below. **Students who do not assume**

this responsibility may jeopardize their record with the possibility of incurring an F in a course not properly dropped and/or not receiving credit in a course improperly added. Merely not attending a course does not automatically remove the course from the student's record.

Schedule Changes-Academic Year

If you drop or withdraw from one or more full semester courses through the first week of a fall or spring semester, you will receive a 100 percent credit; during the second week, a 75 percent credit; during the third week of the semester, a 50 percent credit; and during the fourth week, a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Cashier's Office subsequent to the refund period. See the semester calendar for specific dates.

- Through the first week of the semester (100 percent credit*): After priority registration and through the first week of the semester, students may add or drop courses online via MyUSI (refer to the Schedule of Classes for web registration details). Students also may add or drop courses in person at the Office of the Registrar.
- Beginning the second week of the semester, through the end of the week before final exams (75 percent credit or less*): Online schedule changes are not available beyond the first week of the semester. Students may add or drop courses in person at the Office of the Registrar by submitting an Add/Drop form. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. NOTE: Only in exceptional circumstances will students be allowed to add a course after the first week of the semester.

Grading. No grade is recorded for classes dropped prior to the second week of the semester*. A student who completes an Add/Drop procedure beginning the second week of the semester through the ninth week of the semester* will receive a W for all courses dropped. A student who completes an Add/Drop procedure during the 10th week of the semester* through the last day of classes before final exam week* will receive the grade W if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student may receive a grade of F.

* Courses meeting less than a complete semester have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special length courses can only be processed through the course's 100 percent credit period (but no later than the first week of the semester). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

Schedule Changes - Summer Term

If you drop or withdraw from one or more five week courses through the first two days of a summer term, you will receive a 100 percent credit; during the third or fourth day, a 75 percent credit; during the fifth or sixth day, a 50 percent credit; and during the seventh or eighth day, a 25 percent credit.* No cred-

it will be made thereafter. Refund checks, if applicable, will be issued by the Cashier's Office subsequent to the refund period. See the term calendar for specific dates.

- Through the first two days of the term (100 percent credit*): After priority registration and through the first two days of the summer term, students may add or drop courses online via MyUSI (refer to the Schedule of Classes for web registration details). Students also may add or drop courses in person at the Office of the Registrar.
- Beginning the third day of the term, through the last day of class before the final exam (75 percent credit or less*): Online schedule changes are not available beyond the first two days of the term. Students may add or drop courses in person at the Office of the Registrar by submitting an Add/Drop form. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. NOTE: Only in exceptional circumstances will students be allowed to add a course after the first two days of the term.

Grading. No grade is recorded for classes dropped prior to the third day of a summer term*. A student who completes an Add/Drop procedure beginning the third day of the term through the third week of the term* will receive a W for all courses dropped. A student who completes an Add/Drop procedure during the fourth week of the term through the last day of class before the final exam* will receive the grade W if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student may receive a grade of F.

A variety of course lengths may be offered during the summer. Summer courses meeting other than the standard five-week term have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special length courses can only be processed through the course's 100 percent credit period (but no later than the first two days of the term). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

Withdrawal from the Semester/Term

Students who must withdraw from the semester/term, must do so officially by the procedure outlined below. If they do not assume this responsibility, they may jeopardize their record with the possibility of incurring an F in a course not properly dropped. Merely not attending a course does not automatically remove the course from a student's record.

Withdrawal from the Semester - Academic Year

If you drop or withdraw from one or more full semester courses through the first week of a fall or spring semester, you will receive a 100 percent credit; during the second week, a 75 percent credit; during the third week of the semester, a 50 percent credit; and during the fourth week, a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Cashier's Office subsequent to the refund period. See the semester calendar for specific dates.

- Through the first week of the semester (100 percent credit*): After priority registration and through the first week of the semester, students may withdraw from all classes online via MyUSI (refer to the Schedule of Classes for Web registration details). Students may also withdraw from the semester in person at the Office of the Registrar.
- Beginning the second week of the semester, through the end of the week before final exams (75 percent credit or less*): Online withdrawals are not available beyond the first week of the semester*. Students may withdraw from the semester using a Withdrawal From All Classes form found in the Office of the Registrar and online at www.usi.edu/reg. A withdrawal request also will be accepted by fax to 812/464-1911. The request must include the student's full name, USI student ID number, address, phone/email, the semester for which the student wishes to withdraw, and student signature. Until all steps in the procedure have been completed, the student is still enrolled in his/her courses.

Grading. No grades are recorded for classes when withdrawing prior to the second week of the semester*. A student who completes the Withdrawal From the Semester/Term procedure beginning the second week of the semester through the ninth week of the semester* will receive the grade of **W** for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the 10th week of the semester* through the last day of classes preceding final exam week will receive the grade of **W** if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student may receive a grade of **F**.

Financial Aid. If a student receives financial aid but is unsure of the impact a Withdrawal from the Semester/Term will have on that financial aid, it is recommended that the student contact the Student Financial Assistance Office. Students with a Stafford Loan must schedule an Exit Counseling Session. Failure to complete the exit counseling session will prevent the release of the student's academic transcript.

Additional Steps. If you live in University housing, contact the Residence Life office (O'Daniel North) to properly check out. If you have a meal plan, contact Food Services (UC lower level) to cancel your plan. If you owe money to the University, settle your account at the Cashier's window (OC lower level); an unpaid balance will prevent the release of your academic transcript.

* Courses meeting less than a complete semester have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special length courses can only be processed through the course's 100 percent credit period (but no later than the first week of the semester). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

Withdrawal from the Term - Summer Sessions

If you drop or withdraw from one or more five-week courses through the first two days of a summer term, you will receive a 100 percent credit; during the third or fourth day, a 75 percent credit; during the fifth or sixth day, a 50 percent credit; and during the seventh or eighth day, a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Cashier's Office subsequent to the refund period. See the term calendar for specific dates.

- Through the first two days of the term (100 percent credit*): After priority registration and through the first two days of the summer term, students may withdraw from all classes online via MyUSI (refer to the Schedule of Classes for web registration details). Students may also withdraw from the term in person at the Office of the Registrar.
- Beginning the third day of the term, through the last day of class before the final exam (75 percent credit or less*): Online withdrawals are not available beyond the first two days of the term*. Students may withdraw from the semester using a Withdrawal From All Classes form found in the Office of the Registrar and online at www.usi.edu/reg. A withdrawal request will also be accepted by fax to 812/464-1911. The request must include the student's full name, USI Student ID number, address, phone/email, the term for which the student wishes to be withdrawn, and student signature. Until all steps in the procedure have been completed, the student is still enrolled in their courses.

Grading. No grade is recorded for classes dropped prior to the third day of a summer term*. A student who completes the Withdrawal from the Semester/Term procedure beginning the third day of the term through the third week of the term* will receive the grade of **W** for all courses dropped. Students who complete the Withdrawal from the Semester/Term procedure during the fourth week of the term* through the last day of class before the final exam will receive the grade of **W** if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student may receive a grade of **F**.

Financial Aid. If a student receives financial aid but is unsure of the impact a Withdrawal from the Semester/Term will have on that financial aid, it is recommended that the student contact the Student Financial Assistance Office. Students with a Stafford Loan must complete an Exit Counseling Session. Failure to complete the Exit Counseling Session will prevent the release of the student's academic transcript.

Additional Steps. If you live in University housing, contact the Residence Life office (O'Daniel North) to properly check out. If you have a meal plan, contact Food Services (UC lower level) to cancel your plan. If you owe money to the University, settle your account at the Cashier's window (OC lower level); an unpaid balance will prevent the release of your academic transcript.

* A variety of course lengths may be offered during the summer. Summer courses meeting other than the standard five-week term have different drop/refund/grading dates. Check

www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special length courses can only be processed through the course's 100 percent credit period (but no later than the first two days of the term). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

MASTER OF ARTS IN COMMUNICATION 812/464-1739

Program Objectives

The Master of Arts in Communication program provides students with an interdisciplinary approach to problem solving in the field of communication in areas as diverse as technological change, international relations, conflict and negotiation, organizational functioning, personal relationships, regional economic development, corporate responsibility, community outreach, and consensus and coalition building. We deliberately adopt pedagogical techniques, such as a case study approach, that develop our students' problem-solving abilities and critical-thinking skills. Our hands-on capstone experience connects our students' learning experience with real-life problems and will provide a service to the community. For students who want to pursue advanced graduate studies, we also offer a thesis option that allows them to gain experience in academic research.

Students who complete the M.A. in Communication will be able to apply their increased knowledge of communication processes, contexts, theories, and research methodologies to further their career and educational goals. The objectives of the Master of Arts in Communication program are:

- To produce graduates who are skilled and logical problem solvers and who can apply those skills to real solutions
- To equip students with analytical and practical tools that foster the ability to lead
- To develop and deliver a program flexible enough to serve practitioners and aspiring academics alike
- To offer a program full-time students can complete in two years of study
- To offer a program that part-time students can complete in three to four years

Admission Requirements

- Unconditional admission into the Master of Arts in Communication program will be contingent on the following factors:
- Admission to Graduate Studies.
- The Master of Arts in Communication requires that applicants hold a Bachelor of Arts or Bachelor of Science degree from an accredited institution. Although applicants do not need to hold an undergraduate degree in an area of communication, preference will be given to applicants with an educational background in communication or other social sciences disciplines.
- A GAP score of 3,000 or higher: The GAP score reflects an individual's undergraduate GPA multiplied by the quantitative and verbal components of the Graduate Record

Examination (GRE). For instance, if an individual holds a 3.0 undergraduate GPA and scores a combined 1,000 on his/her verbal and quantitative components of the GRE, he/she would satisfy the GAP criteria for unconditional admittance.

- A well-written letter of intent. The letter of intent will serve as the student's application letter and writing sample. In this writing sample, the admissions committee will evaluate the student's potential and ability for graduate-level writing.
- Three positive professional letters of recommendation.

Applicants not meeting the criteria for unconditional admittance may be conditionally admitted if space is available. These applicants will receive preference on the basis of GPA and the quality of the letter of intent.

Conditionally admitted individuals can achieve unconditional status following 12 hours of coursework if they hold a graduate GPA of 3.0 or higher. All students admitted to the program failing to attain a graduate 3.0 GPA after 12 credit hours will be academically dismissed from the program.

Students will be admitted to the Master of Arts in Communication program for both fall and spring semesters. The application deadline for fall admission will be April 15 of every year; and the application deadline for spring admission will be November 1 of every year.

Curriculum

The program is comprised of 36 credit hours (12 courses) of coursework leading to a Master of Arts degree. A total of 15 hours of course work (five courses) are required; an additional 21 hours (seven courses) must be taken from a selection of elective course offerings.

Required Coursework: 15 total hours

Methodology and Inquiry Requirement (6 hours):

COMM 602: Qualitative Research Methods in Communication (3 hours)

COMM 603: Quantitative Research Methods in Communication (3 hours)

Theory Requirement (3 hours):

COMM 601: Foundations of Communication Theory (3 hours)

Thesis/Capstone Requirement (6 hours): Select only one.

COMM 690: Graduate Capstone in Communication (6 hours)

COMM 699: Masters Thesis in Communication (6 hours)

Elective Coursework: 21 total hours

COMM 502: Gender, Communication, and Culture (3 hours)

COMM 581: Public Affairs Reporting (3 hours)

COMM 611: Communication & Personal Relationships (3 hours)

COMM 612: Health Communication (3 hours)

COMM 613: Political Communication (3 hours)

COMM 614: Interpersonal Communication within Organizations (3 hours)

COMM 615: Communication and Culture (3 hours)

COMM 616: Performance in Social Contexts (3 hours)

COMM 620: Special Topics in Organizational Communication (3 hours)

COMM 621: Advanced Public Relations (3 hours)

COMM 622: Emerging issues in Computer-Mediated Communication (3 hours)

COMM 630: Advanced Mass Communication Seminar (3 hours)

Type of Degree

Students who complete the program are awarded the Master of Arts in Communication degree. There are no distinctions in the name or prestige of the degree between those who select a master's thesis option and those who select a graduate capstone project option.

MASTER OF ARTS IN LIBERAL STUDIES 812/465-7015

Program Objectives

The Master of Arts in Liberal Studies (MALS) provides a post-graduate credential for individuals who seek personal enrichment and whose careers would be enhanced by a formal course of graduate study, but who prefer an interdisciplinary approach. The program is a viable alternative for educators seeking professional development and for meeting state license renewal requirements. In sum, the program provides an opportunity for individuals from a variety of careers to acquire graduate-level skills and knowledge from the perspective of several academic disciplines. The program could be an appropriate step toward further degree work in doctoral interdisciplinary programs, as well as traditional doctorates that prefer interdisciplinary master's work.

Admission Requirements

To be considered for admission to the MALS program, the applicant must submit:

- an application to Graduate Studies;
- a \$25 non-refundable application fee; and
- one official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.

In addition to the regular requirements for admission to graduate study at USI, admission to the MALS program requires the following:

- a resume;
- a written statement of candidate interest (500 words);
- recommendations by three individuals who know the candidate well (recommendation forms are available on the MALS web site); and
- an interview with the MALS director.

Because of the interdisciplinary, nontraditional nature of the program, the GRE exams are not required. Students should submit all materials to the Office of Graduate Studies at least one month prior to the entry date sought. An interview will be arranged after all other materials are on file.

Admission Deadlines

The MALS program allows students to apply for the program and begin classes in any semester.

Curriculum

The Master of Arts in Liberal Studies degree requires 33 credit hours of graduate-level work.

1. Core Courses	12
Humanities Seminar	3
Social Science Seminar	3
Science Seminar	3
LBST 610 Capstone Seminar	3
2. Individual program of courses	18
3. Capstone Experience	3-6
Capstone Project (Option 1)— LBST 697 & LBST 698	
Capstone Courses (Option 2)— LBST 610 & a 600-level LBST course	
Total	33

The core courses are required of all students. The Capstone Experience part of the program has two options. Students must maintain a grade average of B (3.0) or better in the program. At least three of the four core courses must be completed with final grades of B or better. No course with a grade lower than C (2.0) will be counted toward the degree.

Core Courses (12 hours)

Each core course emphasizes the analysis of a major liberal arts and sciences topic or theme. The rigor of this analysis will be in keeping with a graduate-level seminar. Ample opportunity will be provided for seminar participants to discuss practical applications of their new knowledge.

Individual Program of Courses (18 hours)

A member of the graduate faculty, typically the program director, will consult with each student about appropriate courses to include in an 18-hour individual program of study. Choices can be made from among graduate-level courses offered in the areas of the sciences, social sciences, and humanities, and in some instances, courses from other graduate programs. Independent Study courses are available in some circumstances, and up to 12 hours of appropriate work from other institutions, including graduate level distance education courses, could count toward the degree.

Capstone Experience (3-6 hours)

In addition to working with the student in developing a coherent course of study, the graduate advisor also will help the student decide on the appropriate Capstone Experience.

- **Capstone Project**

About midway through the program, each student who chooses this option should have proposed a project topic and

have had that topic approved by the graduate advisor. The project must be of a nature to warrant six hours of graduate credit. Each project will be thoroughly evaluated and approved by at least two members of a committee consisting of the student's thesis/project advisor and two other members of the graduate faculty. In general, the project should yield a written piece of work, although products such as artistic creations and web-based projects also may be acceptable. Interested students will be encouraged to develop capstone projects which could contribute in some meaningful way to the community. The project will stress problem solving and knowledge application and synthesis. Students under this option may also write and present two essays for formal examination. These essays would be similar to a more traditional master's thesis and would normally consist of revised and expanded work from previous courses. In some instances, a thesis of significant breadth would be acceptable.

- **Capstone Courses**

This option consists of six hours of Capstone courses: the Capstone Elective and the required core course Capstone Graduating Seminar (LBST 610). The Capstone courses are taken in the second half of the student's program. The Capstone Elective can be any approved 600-level LBST course.

MASTER OF BUSINESS ADMINISTRATION 812/464-1926

Program Objectives

The University of Southern Indiana Master of Business Administration (MBA) degree is a graduate program designed to develop strategic, behavioral, and technical competencies that enable individuals to be superior performers in their business environment. Upon completion of the MBA program, graduates will have developed their capabilities in several major areas, including:

- An in-depth understanding of the functional fields of business and their interrelationships in complex organizations;
- understanding applied quantitative, qualitative, and behavioral tools of business analysis and decision making;
- the ability to think critically and creatively within a global business context;
- a heightened sense of ethical considerations in decision making within the business world; and
- improved communication and decision-making skills through utilization of information technology.

Accreditation

The USI MBA program is accredited by AACSB International – The Association to Advance Collegiate Schools of Business, the most prestigious accreditation available to Schools of Business throughout the world. All courses are taught by academically qualified faculty (holding the highest degrees available in their fields) who, through their scholarly work and consulting activities, are at the forefront of their disciplines.

Admission Requirements

The MBA program seeks students of demonstrated aptitude and scholarship. To be admitted to the MBA program, applicants must have an undergraduate overall GPA of 2.5 or higher, or 2.75 or higher in the applicant's last 60 hours of coursework, and attain a minimum required score on the Graduate Management Admission Test (GMAT). An applicant's GMAT score, undergraduate academic achievement, leadership potential, and professional work experience are considered when making admission decisions. Those applicants whose native language is not English also must meet USI's graduate studies requirements on the Test of English as a Foreign Language (TOEFL) or (International English Language Testing System (IELTS) unless they hold a bachelor's or higher degree from a United States institution of higher education.

To be considered for admission to the MBA program, the applicant must submit

- an application to Graduate Studies;
- \$25 non-refundable application fee;
- GMAT score;
- a resume summarizing all professional experience;
- names and contact information of at least three professional references; and
- one official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- All admission materials should be submitted to the Office of Graduate Studies, University of Southern Indiana, and should be received at least one month prior to the entry date sought. No admission decisions will be made until all required documents have been received.

Admission Requirements for International Students

International students are subject to all requirements for admission to the Master of Business Administration program. Application for admission should be made at least six months prior to the date of anticipated enrollment.

Admission credentials must include

- an application for admission;
- payment of the application fee; and
- official academic records. Submit an official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate or graduate work to the Office of Graduate Studies. The records should show a complete list of courses taken, grades received, and any diplomas or certificates earned. They also should state the number of credits awarded for each course or the number of hours of classroom, lecture, and laboratory for each course, and should include information about the school's grading scale.
- Where the college or university routinely issues academic records in English, those documents can be accepted.

Otherwise, course-by-course English translations of all foreign language educational documents must accompany the originals. The format of the translation should follow the same format as the foreign language original. The accuracy of the translation must be certified either by an appropriate officer at the issuing educational institution; by an appropriate government officer at the Ministry of Education, consulate, or embassy of the country; or by an international credential evaluation service.

- Transcripts and other educational records are official only if the issuing institution, government officer, or evaluation service sends them directly to the Office of Graduate Studies. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- Verification of English competency: English competency is established by achievement of a minimum score of 550 on the paper-based TOEFL (Test of English as a Foreign Language) or 213 on the computer-based TOEFL or six on the IELTS (International English Language Testing System) test. All foreign-born applicants whose primary spoken language is not English must provide official test scores before being admitted; these scores must be less than two years old. Official test results should be sent to the Office of Graduate Studies at the time of application.
- Exception: International students whose native language is English or who have graduated from an American university in which the language of instruction is English are not required to demonstrate language proficiency. Information about the TOEFL administration dates and registration procedure may be obtained from TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, USA; telephone 609/771-7100. The web address is www.toefl.org.

Curriculum

The USI MBA curriculum is designed to provide the educational foundation crucial for success in today's dynamic business world. Courses are taught by academically qualified faculty who, through their scholarly work and consulting activities, are at the forefront of their disciplines.

MBA Survey Courses (up to 18 credit hours)

Students whose undergraduate educational preparation does not include accounting, economics, finance, marketing, operations research, or statistics must take the appropriate graduate survey courses.

ACCT 501	Survey of Accounting
DSCI 351	Introduction to Operations Research
ECON 265	Elementary Statistics
ECON 501	Survey of Economics
FIN 305	Principles of Finance
MKTG 305	Principles of Marketing

All survey courses must be completed prior to taking the corresponding core class and/or more than 12 hours of the graduate core. Credit in the survey courses may not be counted toward the MBA degree and will not be factored into the graduate

program GPA. All survey courses must be passed with a grade of C or better.

Graduate Core - 30 credit hours

The USI MBA curriculum is designed to provide the educational foundation crucial for success in today's dynamic business world. For most students with undergraduate business degrees, the MBA program consists of 10 three-hour courses. Students with degrees in fields other than business may need to take up to 18 hours of survey courses to prepare them for the following core classes.

ACCT 601	Seminar in Management Accounting
BLAW 618	Legal and Social Environment of Business
CIS 601	Information Systems and Technology
DSCI 601	Quantitative Methods for Business Decisions
ECON 601	Business Economics & Forecasting
FIN 601	Financial Management & Markets
MKTG 601	Marketing Strategies
MNGT 611	Leadership Skills and Organizational Behavior
MNGT 681	Strategic and International Management

Retention

No more than two grades below a B in graduate courses (600-level) will be accepted toward the MBA degree. Upon receipt of the third grade below a B in any course or combination of courses taken for graduate credit, the student will be academically dismissed from the program.

A student who is academically dismissed may appeal to the College of Business Graduate Committee.

Students must maintain a graduate program GPA of 3.0 to remain in good standing in the program. In the event that a student's graduate program GPA falls below 3.0, the student will be placed on academic probation. See the Graduate Studies section of the bulletin for details on academic probation.

What can an MBA degree do for me?

Major reasons for obtaining a USI MBA are:

- enhancing management training for someone with a technical background and a desire to broaden career opportunities into managerial ranks;
- providing career change and/or advancement opportunities;
- providing a professionally challenging and intellectually stimulating experience;
- furthering one's interpersonal skills, opening new doors, and preparing effective managers;
- interacting with students from diverse backgrounds, creating stimulating classroom experiences; and
- promoting invaluable networking opportunities.

Effective Business Leaders

The USI MBA program focuses on preparing individuals to become effective business leaders. The curriculum is designed to develop behavioral, technical, and strategic competencies that enable individuals to be superior performers in their business environment. In addition, we are committed to providing

educational experiences that prepare students to effectively engage in issues at the intersection of business and society such as ethical business practices, globalization, and technological change.

Through the use of experiential exercises and activities that foster, enhance, and develop essential managerial and leadership skills, students gain valuable experience with the challenging problems confronting organizations in the 21st century. The MBA program is more than just an education; it is an experience that will have a long-lasting impact on students as they graduate and begin or continue their professional careers.

Program Flexibility

We are aware that acquiring an MBA degree requires a major commitment of time and effort by the student. Given the great value attached to the MBA degree, hard work is to be expected. The MBA degree requires the completion of 30 hours of graduate-level coursework for students with undergraduate business degrees. Part-time students with undergraduate business degrees can expect to complete the program within three years. Full-time students may complete the program within two years.

USI's MBA program is specifically designed to meet the needs of the working professional. To meet the needs of our students, USI provides:

- convenient evening classes for the working professional; classes start at 6 p.m.;
- prerequisites courses for non-business undergraduate majors;
- survey courses offered online;
- a summer course schedule to help expedite progress through the program; and
- flexible advising and administrative assistance.

MASTER OF HEALTH ADMINISTRATION

812/461-5329

The College of Nursing and Health Professions offers a Master of Health Administration (MHA) degree. Students can complete the 39 credit hour program in six semesters.

Program Mission

The mission of the MHA program is to educate students for leadership roles in healthcare. Graduates will use evidence-based decision making to assure integrity and organizational success. As leaders, they will strive to provide high quality, cost effective, and accessible healthcare in their communities.

Program Goals

Graduates of the MHA program should be able to accomplish the following:

- Integrate planning into program administration to achieve optimum organizational performance;
- Provide sound financial management of health organizations under alternative financing mechanisms;

- Effectively manage healthcare personnel in diverse healthcare settings;
- Collect, analyze, and apply both business and health information for evidence-based decision making;
- Conduct statistical, quantitative, qualitative, and economic analysis to assist in decision making;
- Analyze legal and ethical issues and take appropriate action;
- Integrate knowledge of organizational and governmental policy formulation into their decision making;
- Adapt to change effectively;
- Analyze and apply the epidemiological principles to assess the health status of populations;
- Integrate the determinates of health and illness and health risks of diverse populations into evidence-based decision making;
- Analyze the effectiveness of the healthcare delivery system;
- Employ systems thinking as a mechanism to assist others to manage across organizational boundaries;
- Evaluate and appropriately apply business and health outcomes, measures, and measures for process improvement;
- Display the servant leader model in their leadership style; and
- Demonstrate skills in synthesis of information, oral and written communication, team leadership, and mentoring.

Program Delivery

The program uses a hybrid learning model of online delivery to provide the knowledge, attitudes, and skills necessary for the assumption of program goals. Application of theory to the practice of healthcare administration is a key element in the program's offerings. The program is exclusively delivered online with the exception of two three-day intensive meetings on the campus of the University of Southern Indiana. These intensives occur in the middle of August and January respectively. The intensives function much like an all-day meeting or conference with course content supplemented by guest speakers, field experiences, and networking functions.

Curriculum

The MHA program is designed in a cohort model, meaning matriculated students will take all courses together toward graduation.

Year 1 – Fall Semester
MHA621 Healthcare System (3)
MHA622 Biostatistics (3)

Year 1 – Spring Semester
MHA624 Applied Economic Analysis in Healthcare (3)
MHA628 Epidemiology (3)

Year 1 – Summer Semester
MHA642 Health Informatics (3)
MHA626 Legal and Ethical Issues in Healthcare (3)

Year 2 – Fall Semester
MHA623 Operations and Control Systems Research in Healthcare Organizations (3)
MHA637 Healthcare Leadership (3)

MHA651 Capstone I: Planning (1)

Year 2 – Spring Semester

MHA633 Human Resources and Labor Relations Management in Healthcare (3)

MHA634 Managerial Accounting in Healthcare (3)

MHA652 Capstone II: Implementation (1)

Year 2 – Summer Semester

MHA643 Healthcare Finance (3)

MHA625 Marketing and Competitive Strategies in Healthcare (3)

MHA653 Capstone III: Dissemination (1)

Admission Requirements

Applicants are considered for entrance in the fall semester of each year. All application materials must be received no later than June 1. Consideration for admission to the MHA program requires that students submit evidence of the following:

- Completion, prior to entering the MHA program, of a baccalaureate degree from an accredited college or university;
- Achievement of a minimum undergraduate GPA of 3.0 on a 4-point scale; (Results of post-graduate academic studies may be considered at the discretion of the MHA Admissions Committee.)
- Recent academic exposure to the fundamental principles of economics, statistics, and accounting is desired prior to matriculation;
- Completion of the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT);
- Work experience, ideally a minimum of two years in the healthcare field;
- Three references, two work-related and one personal; and
- Acceptable written and oral communication skills.

The following items must be forwarded to the MHA program.

University of Southern Indiana
College of Nursing and Health Professions
Master of Health Administration Program
8600 University Blvd.
Evansville, IN 47712

- A completed USI Master of Health Administration Program Application for Admission and supporting materials. Supporting materials include curriculum vitae, an essay, and three references. Refer to the application form for detailed information on these items.
- GRE or GMAT score. Designate the MHA program director as the recipient of scores to be forwarded by the testing service.

The following items must be forwarded directly to the Office of Graduate Studies.

University of Southern Indiana
Office of Graduate Studies
8600 University Blvd.
Evansville, IN 47712

- A completed USI Application for Admission to Graduate Studies;

- A \$25 application fee made out to the University of Southern Indiana; and
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.

MASTER OF PUBLIC ADMINISTRATION 812/461-5204

Program Objectives

The Master of Public Administration (MPA) is the primary graduate degree sought by current and future administrators in government agencies, not-for-profit organizations, and heavily regulated private corporations. The curriculum consists of 12 graduate courses. Courses emphasize practical applications of skills and knowledge relevant to problems confronting administrators working in government agencies and not-for-profit organizations. Since most MPA students are working professionals attending school part-time, courses meet one evening each week during fall and spring semesters. Some courses also are offered in the summer or can be taken online as distance education courses.

Graduates of the program acquire the knowledge and skills necessary to be creative, ethical, analytical, and visionary leaders. Specific competencies that will be mastered by students earning the MPA program are listed below:

- Become knowledgeable of the laws, rules, norms, and traditions that shape the internal structure, efficiency, and innovativeness of public sector organizations;
- Be able to formulate creative solutions to problems confronting government agencies and not-for-profit organizations;
- Obtain knowledge of how institutions in the public sector shape and are shaped by economic, social, and political environments;
- Acquire practical skills and knowledge bases necessary for the management of public sector organizations: grant writing, budgeting, public speaking, human relations, public relations, electronic communication, and report writing;
- Master an understanding of how key concepts and theories can be used to formulate practical solutions to problems associated with public and non-profit administration;
- Gain knowledge of data bases, web sites, printed material, and other information-based resources pertaining to the management of public sector organizations;
- Learn how to gather and analyze qualitative and quantitative data relevant to decision making in public organizations; and
- Understand the ethical consequences of decisions made by managers in the public sector.

Admission Requirements

Applicants must hold an undergraduate degree (any major is acceptable) with a 3.0 GPA on a 4.0 scale and must have competitive scores on the General Test of the Graduate Record Exam (GRE).

In addition, applicants must submit the materials listed below:

- A completed USI Graduate Studies Application Form
- Completed MPA Personal Information Form
- A copy of a current resume or CV.
- A personal statement as described on the MPA Personal Information Form
- Official results of the Graduate Record Exam (GRE).
Applicants seeking admission to the MPA program must have a combined score of at least 850. You should take the GRE at least six weeks prior to the program's admission deadline. Scores must be no older than five years.
- References from TWO individuals who are familiar with your work. The individuals who are writing your references must complete Reference Forms and mail these forms directly to the USI Graduate Studies Office.
- Official Transcript(s) from all undergraduate and graduate programs attended. All transcripts must be sent directly from the registrar of the school attended to the USI Graduate Studies Office. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- A \$25 application fee
- International Students Only: Official results of the TOEFL (a minimum score of 550 on the paper-based version and a minimum score of 79 on the internet-based version).

Conditional Admission

Applicants with a GPA below 3.0 may but above 2.75 or a combined GRE score of below 850 but above 750 may seek **conditional** admittance to the MPA program. Conditionally admitted students may take two graduate courses (six credit hours) at USI. If a grade of B or better is earned in each USI graduate course taken while you are classified as a conditionally admitted student and the instructors in these courses recommend that you be unconditionally admitted to the program, with the approval of the director of Graduate Studies and the director of the MPA Program, you will be unconditionally admitted to the Program.

Guest Student Status

Individuals may enroll in MPA courses as a guest student. Guest students may take up to two graduate courses (6 credit hours) without being formally admitted to the MPA program. If a guest student is subsequently admitted to the MPA program, PA courses successfully completed will count toward the degree requirements. It is important to note, however, that admission as a guest student and success in graduate courses does not guarantee admission to the MPA program.

Students seeking to enroll in MPA courses as a guest student must submit a Guest Student application, undergraduate tran-

scripts, and the one-time non-refundable \$25 graduate application fee. In addition, admission must be approved by the director of the MPA program and the director of Graduate Admissions. The director of the MPA program will not allow individuals with an undergraduate GPA below 3.0 (on a four point scale) to enroll in PA courses as a special student.

Admission as a guest student does not guarantee enrollment in PA courses. Guest students may enroll in PA courses only when enrollment caps have not been met and when students formally admitted (or expected to be formally admitted) to the MPA program have had an opportunity to enroll.

Curriculum

The program is comprised of 36 credit hours (12 courses) of coursework leading to a Master of Public Administration degree. To ensure that they have an appropriate foundation of professional field experience, pre-service students must participate in a 150 clock-hour specialized internship for three additional credit hours.

Courses Required of all Students

PA 601	Organizational Behavior
PA 603	Technology Issues in Public Administration
PA 606	Public Personnel Administration
PA 609	Budgeting
PA 611	Leadership Skills
PA 614	Organizational Communication
PA 615	Legal Aspects of Public Administration
PA 618	Research Methods in Public Administration
PA 631	Fundraising and Volunteer Administration
PA 632	Public Administration
PA 644	Process Analysis
PA 653	Ethics in Public Administration

Possible Substitutions

PA 502	Gender, Communication, and Culture for PA 614
PA 612	Connect with Southern Indiana for PA 611

Students must have a 3.0 overall GPA to remain in good academic standing in the MPA program. Students who do not have a 3.0 in their MPA courses cannot graduate. Students who receive either 2 Cs or 1 F are dismissed from the program.

MASTER OF SCIENCE IN EDUCATION

812/461-5306

Program Objectives

The Master of Science in Education degree programs involve advanced study designed to enhance the knowledge and skills of teachers in elementary, middle, junior high, and senior high schools. Programs are offered in elementary and secondary education. The programs blend studies of educational theory with analysis of current issues and practices in teaching. Students explore the ways in which knowledge and skills developed in the programs enhance classroom experience.

Degree Requirements

- Admission to candidacy for the degree. Candidacy application to be completed after 18 semester hours of coursework;
- completion of 33 semester hours of coursework with a GPA of 3.0 or higher;
- approval by the advisor of the completed summative graduate teacher action research project; and
- completion of a formal application for graduation.

MASTER OF SCIENCE IN EDUCATION – ELEMENTARY AND MASTER OF SCIENCE IN EDUCATION - SECONDARY PROGRAMS

Program Objectives

Students in these programs learn to plan and evaluate curriculum for P – 12 schools and classrooms. They learn to analyze current issues and trends in education in light of educational research and historical and philosophical foundations of education. They learn to interpret educational research and to use research to improve teaching and learning. They develop an understanding of social forces and other factors which shape elementary school curriculum and of the process of curriculum development and change in elementary and secondary education. Students learn to plan and implement interdisciplinary learning experiences. They learn to analyze and evaluate teaching styles and methods and to make judgments about the appropriateness of specific teaching methods for achieving various learning outcomes. Students in the program are expected to use and evaluate emerging educational technologies and to use technology to access information sources.

Admission Requirements

Applicants must be admitted to graduate study under University graduate policies and then be accepted into the MS in Education—Elementary Education or Secondary Education Program by the Department of Teacher Education. Admission to both the Elementary Education and the Secondary Education Program requires:

- graduation with an overall GPA of 3.0 or higher with a bachelor's degree from a regionally-accredited college or university;
- minimum GPA of 3.0 in all courses taken at the graduate level at all schools attended;
- standard teaching license for elementary or secondary grades; and
- completed application and information forms.

Curriculum

Review of Exploration Phase

During the exploration phase of graduate course work at USI, candidates are asked to meet with their faculty advisors to review program requirements. Twenty-one hours of course work are required to move from the exploration phase of the program to the analysis phase. Candidates are required to complete at least 15 of the 21 hours in the exploration phase at USI, with at least 12 hours required from Teacher Education courses. Candidates may apply for candidacy after 15 to 21 hours of course work.

Core Areas – Reflective Teacher Researcher Model

Teacher education requirements center on four core areas of the Reflective Teacher Researcher Model. Mandatory completion of courses from these four areas (based on five core principles of the NBPTS, as well as the NCATE emphasis on diversity) is a critical component of completion of the exploration phase. Candidates must take at least one course from the following categories:

- HD – Human Development – Courses in human development examine changes in human beings' biological, social, cognitive, and emotional behavior from conception until death. Such lifelong processes and permanent change over time often influence not only how students learn, but who learns based on the contexts of the environment. Patterns of growth, motivation, engagement within classroom environments, and the implications of culture and the individual are tools to understanding how humans develop.
- CT – Curriculum Theory – Curriculum theory refers to the transmission of knowledge, skills, and affective sets to others through formal and informal means. These courses examine the organization of schooling, as well as formal and informal educational environments. Curriculum as process, curriculum and context, modes of learning, and revisionist theories of modes of knowledge will be explored.
- SF – Social Foundations – Social Foundations courses explore questions about the nature, structure, and functions of schools; education and social justice; the nature and uses of knowledge; and conceptions of a worthy life. These courses are intended to introduce students to the methods and questions of philosophy, history, sociology, and anthropology as tools for investigating the work of teachers and the institutions of schools.
- AI – Advanced Instruction – Courses in advanced instruction develop reflective and analytical skills in candidates related to their practices as teachers. Much of this curriculum emphasizes the learning process, and how students are changed as a result of experience, how they apply what they learn in different contexts, and how they recognize and extend that learning to completely new situations. Modes of facilitating effective learning, transferring new knowledge and skills to appropriate contexts, creativity and innovation, and experiential education will be investigated.

Reflective Teacher Researcher Program Focus

Prior to this initial meeting between advisor and candidate, candidates should begin considering a focus for their studies. Foci that have been done previously include literacy, special education, early childhood education, technology, and secondary education content areas. The focus will be expected to comprise an area of interest to the candidate that has relevance to his/her classroom;

- furthers his/her professional growth; and
- advances his/her skills as a practicing teacher.

Candidates who are interested in a more theory driven program can consider a focus of “research” that is distinct from practitioner's foci, and assists in advancing knowledge of formalized processes of knowing and practices related to the advancement

of knowledge in education. This option could be particularly of interest for candidates interested in pursuing doctoral course work at a later time.

Outcome for Exploration Phase – Professional Portfolio

The course work at the exploration phase of master's programming will culminate in the creation of a professional portfolio. The portfolio will represent an individual candidate's organization of course-related and professional development knowledge, skills, and dispositions. Artifacts in the portfolio should be taken from each course in the student's program, with divisions from the four principal areas above as well as the student-selected focus area.

Campbell, Cignetti, Melingzer, Nettles, and Wyman in their book, *How to Develop a Professional Portfolio*, define a portfolio as "an organized, goal-driven documentation of your professional growth and achieved competence in the complex act called teaching." They also identify a portfolio as "tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as a growing professional."

Throughout the exploration phase, candidates will be expected to develop a portfolio around the Reflective Teacher Researcher Model and the Indiana Professional Standards Board Content Standards (IPSB Generalist Standards) using artifacts they have created. This portfolio should be comprised of self-selected documents reflecting the candidate's individuality, the skills they possess, and their accomplishments in and out of the classroom as an in-service teacher. This portfolio's organization parallels the Beginning Teacher Assessment Program portfolio requirements as well as the requirements set for National Board for Professional Teaching Standards licensure.

The portfolio should be arranged in six sections.

- Table of Contents – Introduction;
- Synthesizing Statement with Focus Area Review;
- Knowledge of Human Development;
- Knowledge of Curriculum Theory;
- Knowledge of Social Foundations; and
- Knowledge of Advanced Instruction

Artifacts

Items such as lesson plans, anecdotal records, student projects, class newsletters, videotapes, pictures, evaluations, letters of recommendations, etc. are called artifacts. Artifacts are an essential part of the portfolio because they document the candidate's abilities to meet particular standards. Candidates will need one artifact per section that demonstrates their understanding of the knowledge bases of the USI Reflective Teacher Researcher Model. Each artifact will then be supported by a rationale statement that should identify and date:

- the artifact;
- its relationship to the knowledge base of the Reflective Teacher Researcher Model; and
- its relationship to the Indiana Professional Standards Board Content Standards (DPS Generalist Standards).

Students will be expected to review the standards and identify

those which are pertinent (standards also should be reviewed in the syllabi of faculty).

Portfolios will be presented to a committee of three (which require at least two faculty and one graduate candidate) to be chosen by the candidate to review their exploration phase performance. Candidacy will only occur after the candidate has

- completed at least 18 hours of coursework;
- successfully presented his/her exploration phase portfolio; and
- begun considering a theme for his/her analysis phase coursework (most likely tied to the focus area from the exploration phase).

Review of Analysis Phase

During the analysis phase of graduate course work at USI, candidates begin the work of further analyzing and developing their program foci. Nine hours of course work are required during the analysis phase of the program. In order to be formally considered a master's candidate, candidates should have completed candidacy forms and presented their Exploration Phase candidacy portfolios. The analysis phase of the program emphasizes preparation of candidates for performance of teacher action research related to their themes and classroom practices.

Research Focus – Reflective Teacher Researcher Model

Teacher education requirements during the exploration phase center on four core areas of the Reflective Teacher Researcher Model (Advanced Instruction, Social Foundations, Human Development, and Curriculum Theory). During the analysis phase, these four themes are further developed as candidates are introduced to the concept of teacher action research and the advanced reflective analysis of their pedagogical skills.

Candidates complete three courses during this phase of the program:

- 601 Research in Education (3) Introduces the field of educational research. The course emphasizes the understanding of quantitative and qualitative research, teacher action-research, and the evaluation of research reports.
- 631 Analysis of Instruction (3) Analyzes recent research literature regarding the improvement of instruction. Students examine research articles regarding teacher reflection, teacher effectiveness, cooperative learning, designing instruction to meet the needs of different learning styles, instruction to promote student constructions of meaning, instructional processes leading to portfolio assessment. Students write a review of literature in a chosen area.
- Final elective class related to teacher action research theme (3).

Outcome for Analysis Phase – Teacher Action Research Prospectus Presentation

The course work at the analysis phase of master's programming will culminate in the creation of a prospectus presentation related to the candidate's teacher action research project. This project is completed as a final outcome of Education 631, Analysis of Instruction. The presentation will represent an individual candidate's organization and understanding of course-related and professional development knowledge, skills, and dispositions related to his/her action research topic.

The prospectus is of a specified format, requiring candidates to create a seven slide Power Point presentation with the following information:

Slide 1 - Title, Name, Site of Research

Slide 2 - Research question

Slide 3 - Pertinent information from literature review

Slide 4 - Method

Slide 5 - Subjects

Slide 6 - General findings to date

Slide 7 - Relevance to teaching and classroom

The prospectus study topic will be presented to graduate faculty during Education 631. Completion of the synthesis phase will only occur after the candidate has:

- completed 30 hours of coursework; and
- successfully presented his/her analysis phase teacher action research prospectus.

Review of Synthesis Phase

All graduate candidates must complete a teacher action research project in the synthesis semester. Each candidate designs an action research project that meets the needs of his or her classroom or school situation, implements the project, and writes a report of research findings.

Before candidates can enter the Synthesis Phase of the program (which focuses on the summative performance integrating understandings of human development, advanced instruction, curriculum theory, social foundations, and research) an Application for Graduation is filed. The elements of that application are as follows:

- A senior checkout determines that the candidate has met all the necessary course requirements. Candidates must have completed the 21 hours in the exploration phase with at least one course in each area of the model (CT, AI, HD, and SF); nine hours in the analysis phase with Education 601, Education 631, and an elective related to their program foci; and three hours in the synthesis phase with Education 671 (for secondary) or Education 674 (for elementary).
- A minimum grade of C for all courses.
- A 3.0 or above cumulative GPA
- The director of Graduate Studies' signature
- Presentation of the teacher action research project during the candidate's final term of study.

Education 671 and Education 674 comprise the courses taken respectively by elementary and secondary candidates in advanced programs. Education 671/674 is a culminating research-oriented seminar that integrates professional knowledge and professional skills. Each student conducts a school-based research project, based on professional literature, and writes a research report, which includes a supervised field experience. The course involves action research and includes:

- analysis of selected research reports in terms of indicators of quality in school-based research; and
- examples of research that affects school curriculum.

The project also shows connections between teaching practice and educational research.

ELEMENTARY OR SECONDARY EDUCATION CONCENTRATIONS

- The MSE with a concentration in **technology** serves two purposes: (1) if the student has undergraduate coursework in technology, the completion of the MSE technology sequence may allow for the addition of a technology endorsement to the teaching license; (2) if the student lacks undergraduate coursework in technology, the completion of the MSE technology sequence prepares the teacher to integrate technology effectively into his/her classroom practice. Proposed technology coursework includes the following courses: EDUC 565, EDUC 566, EDUC 567, EDUC 568, EDUC 569. Students will complete courses in curriculum theory, human development, and social foundations in addition to the nine-hour action research sequence.
- The MSE **reading** concentration advances the student's knowledge and skills in teaching for literacy. This concentration is not limited to students who teach reading as a content area; it is available to all teachers. Recommended coursework includes the following: EDUC 641, EDUC 540, EDUC 555, EDUC 580, EDUC 541, and three literacy-related elective courses, along with the action research sequence.
- The MSE **special education** concentration enables teachers to refine their knowledge and skills in working with exceptional learners. Completion of the program may lead to licensure addition in mild to moderate intervention, depending upon undergraduate background. Students pursuing this concentration complete the following courses: EDUC 511, EDUC 513, EDUC 515, EDUC 521, EDUC 522, EDUC 538, a curriculum theory course, an elective, and the action research sequence.
- The concentration in **kinesiology, health, and sport** is designed to prepare students for careers in areas of health education, physical education, and coaching. In addition to 18 hours of selected education courses, including the action research sequence, the following courses are required for this MSE concentration
 - PED 502 Teaching Difficult Topics in Health
 - PED 592 Contemporary Issues in Sport and Exercise
 - PED 593 Emotional Health of Children in Sport
 - PED 594 Program Planning and Evaluation for Health Education
 - PED 601 Physical Training for Youth, Young Adults, and Athletes
- The MSE concentration in **mathematics education** is detailed separately and includes specific mathematics courses as well as electives in human development and social foundations. Students following this program also complete the action research sequence.
- Other, **individualized** concentration areas are available for elementary, secondary, and post-secondary teachers to meet individual needs and goals. Such programs may include graduate coursework from teaching content areas along with education courses. All such programs culminate in the completion of the action research sequence. Earning the MSE degree does not qualify an individual for initial teaching licensure.

MASTER OF SCIENCE IN EDUCATION—MATHEMATICS TEACHING

Program Objectives

The Master of Science in Education—Mathematics Teaching is designed to strengthen the conceptual and pedagogical understanding of mathematics for teachers of mathematics at the secondary level and for instructors of entry-level mathematics at two- and four-year colleges and universities. The goals of this program are to further students' mathematical knowledge and to provide rich pedagogical experiences utilizing appropriate technologies and manipulatives as they relate to the teaching and learning of mathematics.

Admission requirements

Applicants for this program must have an undergraduate major in mathematics or mathematics teaching, certification to teach mathematics, and at least one year of teaching experience in mathematics.

Curriculum

The minimum number of hours to complete this degree is 33—15 semester hours from the Department of Teacher Education and 18 semester hours from the Department of Mathematics. Students must maintain a minimum GPA of 3.0 in each area; no grade lower than a B in a graduate course from the Department of Teacher Education and no more than two grades below a B in graduate courses from the Department of Mathematics will be accepted toward the MSE-M degree. Application for candidacy must be made when the student has completed between 15 and 18 semester-hours of coursework.

*15 semester hours from the Department of Teacher Education
Exploration Phase

Select one Human Development Course

EDUC 507 Growth and Development for
Exceptional Needs Students

EDUC 512 Evaluation and Exceptionality

EDUC 514 Inclusive Philosophy and Educational
Practices

EDUC 523 Collaborative Partnerships

EDUC 621 Measurement and Evaluation

EDUC 622 Seminar in Educational Psychology

EDUC 624 Seminar in Adolescent Development

EDUC 690 ST: General Concepts of Human
Development

EDUC 690 ST: Introduction to Gifted and Talented
Education

Select one Social Foundations Course

EDUC 511 Foundations and Legal Issues Related to
Exceptional Needs

EDUC 602 Historical and Philosophical Influences
on Education

EDUC 605 Moral Dimensions of Schooling

EDUC 608 Thinking in the Schools

EDUC 609 Service Learning and Experiential
Education

(Portfolio of Coursework)

Students must complete a minimum of two math courses and two education courses from the exploration phase prior to enrolling in the following courses:

Analysis phase—6 hours of coursework

EDUC 601 Research in Education

EDUC 631 Analysis of Instruction

(Prospectus presentation required)

Students must complete a minimum of five math courses and four education courses (two from the exploration phase, EDUC 601 and EDUC 631) prior to enrolling in the following course:

Synthesis phase—3 hours of coursework

EDUC 671 Integrating Semester in Secondary Education

(Teacher Action Research Required)

*An advisor from the Department of Mathematics will collaborate with the student and the instructors of EDUC 601, 631, and 671 with regard to research projects.

*Six courses (18 semester hours) from the Department of Mathematics to satisfy the advanced instruction and curriculum theory components of the program.

MATH 603 Fundamental Concepts of Algebra
(Advanced Instruction/Curriculum Theory)

MATH 604 Fundamental Concepts of Geometry
(Advanced Instruction/Curriculum Theory)

MATH 605 Problem Solving in Mathematics
(Advanced Instruction/Curriculum Theory)

MATH 611 Introduction to Analysis for Secondary
Teachers (Advanced Instruction/Curriculum
Theory)

MATH 621 Technology for Teaching Mathematics
(Advanced Instruction/Curriculum Theory)

MATH 638 Fundamental Models in Statistical Inference
(Advanced Instruction/Curriculum Theory)

EDUCATIONAL LEADERSHIP PROGRAM 812/465-7148

Program Overview

University of Southern Indiana's program in educational leadership prepares educators to serve as building administrators in P-12 schools. The program addresses a regional need to increase the number of individuals qualified to serve as principals. Data compiled for the Indiana Principal Leadership Academy (May 2001) by the Indiana Department of Education, the Indiana Professional Standards Board, and the Indiana School Boards Association indicate a shortage of qualified persons for this role.

By completing the educational leadership program, teachers enhance their credentials so they can assume the challenging and rewarding responsibilities of a principalship. They position

themselves to work with and have a greater impact on all members of the education community – fellow educators, students, parents, community leaders, and policy makers.

The USI Department of Teacher Education worked with area school administrators to design a top-quality educational program that incorporates the Indiana Professional Standards Board standards for building administrators. The curriculum combines classroom learning with field experiences to give prospective building administrators an understanding of theory and application in the school setting.

Admission Requirements

Admission is a two-step process. Students must be admitted to USI Graduate Studies and then be accepted into the building-level administrator's program. Cohort groups of candidates begin the program in the fall. The program can be completed in 15 months with candidates taking two courses in the fall semester, two in the spring semester, three during the summer session, and the culminating internship in the final fall semester.

Admission requirements for those who have an earned master's degree:

- Must have a cumulative GPA of 3.2 on graduate course work, two years of teaching experience, and a valid teaching license; and
- obtain admission to graduate school through the USI Office of Graduate Studies.

Admission requirements for those who do not have a master's degree:

- Must have a cumulative GPA of 3.0 on undergraduate course work;
- show evidence of two years of teaching experience;
- obtain admission to graduate school through the USI Office of Graduate Studies; and
- sign an agreement of understanding regarding the requirements for administrative licensure.

Curriculum

The program includes the following eight courses for a total of 24 credit hours.

681 Foundations of Principalship	3
682 Issues in Educational Leadership	3
683 Leadership in the Principalship	3
684 Legal Aspects of School Administration	3
685 Curriculum and Learning for Educational Leaders	3
686 Management in the Principalship	3
688 Internship for School Leaders	3
689 Special Topics in Education Leadership	3

MASTER OF SCIENCE IN INDUSTRIAL MANAGEMENT 812/464-1877

Program Objectives

The graduate degree program in industrial management is designed to accommodate either of two objectives: increasing

the breadth of an individual's education in various technical fields related to industrial management; or increasing the depth of education in a single technical specialty related to industrial management. The program should meet the needs of the employed individual who either seeks additional knowledge in subject areas that were not covered in his or her undergraduate degree program or desires to extend the knowledge acquired as an undergraduate or through employment experience. The primary purpose of the program is to provide knowledge of management concepts and modern technical innovations as applied to technically based enterprises.

Admission Requirements

This master's degree program is intended for engineers, technologists, and scientists who are currently employed and who expect to be working in managerial positions which involve responsibility for manufacturing, design, production, and material-handling functions in a variety of technical and industrial enterprises. Applicants who have completed an undergraduate degree program in engineering or engineering technology with a GPA of 2.5 or better (on a 4.0 scale) will be admitted unconditionally. Applicants who have completed undergraduate degree programs in other areas will be considered for admission, but a preparatory phase of up to 18 credit hours may be required in order to prepare properly for the graduate program course work. Courses required in the preparatory program can be tailored to meet the needs and objectives of individual students.

Because this degree program is intended primarily for employed individuals, all course offerings are made available in the evenings. Students can expect to enroll in a maximum of two courses per semester for the fall and spring semesters and one course during the summer. Thus, it is possible to complete the program in two calendar years assuming continuous enrollment at the maximum level. However, it is more realistic to expect that three calendar years will be required to complete the degree requirements.

Curriculum

The degree requirements include 33 credit hours of course work. A core of 15 credit hours comprising courses in industrial management, project management, operations systems analysis and modeling, analytical techniques for economic evaluation, and capstone graduate project are required of all students. An additional 18 credit hours of approved supporting or elective courses complete the course requirements. Elective courses allow specialization in areas such as industrial safety, ergonomics, manufacturing systems analysis, decision sciences, marketing, and finance.

The elective course offerings and potential areas of specialization will permit students to tailor the program to meet specific professional development objectives without compromising relevance to current and prospective occupational responsibilities.

All core courses and required preparatory courses must be completed at the University of Southern Indiana unless a waiver is granted upon admission to the program. Elective courses may

be offered in cooperation with other institutions or may be completed at other institutions provided that approval is obtained in advance from the student's graduate study advisor.

Core Curriculum		Hours
IM 602	Operations Systems Analysis and Modeling	3
IM 611	Principles and Practices of Project Management	3
IM 651	Economic Evaluation of Industrial Projects	3
IM 652	Industrial Management	3
IM 671	Graduate Project (individual study)	3
IM 691	Leadership Project (cohort study)	3

Electives

Electives may be chosen from the following list to augment the core curriculum in any combination which meets the student's needs for career advancement, provided that in no case may the combination of core courses and chosen electives for any student include more than 15 credit hours of courses from among the offerings of the College of Business.

	Hours	
IM 601	Special Studies in Industrial Management	3
IM 603	Survey of Statistics	3
IM 604	Manufacturing Systems Analysis	3
IM 614	Interpersonal Communication within Organizations	3
IM 621	Human Factors in Design	3
IM 625	Principles of Computer Aided Design and Manufacturing	3
IM 631	Industrial Safety	3
IM 641	Principles and Practices of Quality Management	3
IM 698	Individual Study in Industrial Management	1-3
BLAW 618	Legal and Social Environment of Business	3
CIS 601	Information Systems and Technology	3
DSCI 601	Quantitative Methods for Business Decisions	3
FIN 601	Financial Management and Markets	3
MNGT 601	Organizational Behavior and Human Resource Management	3
MNGT 611	Leadership Skills Development	3
MKTG 601	Marketing Strategies	3

Electives may be chosen from graduate courses not listed above, provided the chosen courses are approved in advance by the student's faculty advisor and by the MSIM program director.

MASTER OF SCIENCE IN NURSING 812/465-1154

Program Objectives

The College of Nursing and Health Professions offers a graduate program leading to the Master of Science in Nursing degree. The objectives of the program are to prepare nurses at an advanced practice level who demonstrate professional leadership and foster a research climate in the practice of nursing. The graduate of the master's degree program is a clinician, administrator, or educator who can:

- synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
- integrate critical thinking and independent judgment to

manage and provide advanced nursing practice with diverse populations;

- participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
- integrate knowledge of the legal, socioeconomic, political, cultural, and ethical forces that affect patient care and the healthcare environment into the role of the advanced practice nurse;
- function as an advocate, leader, and change agent to plan, implement, and evaluate healthcare in collaboration with other healthcare professionals, consumers, and policy makers; and
- provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.

The graduate nursing program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, Suite 530, Washington D.C. 20036, 202/887-6791.

Specialties

The master's degree at the University of Southern Indiana offers the following specialty areas: Acute Care Nurse Practitioner (ACNP), Family Nurse Practitioner (FNP), Nursing Education (NED), and Nursing Management and Leadership (NML).

Acute Care Nurse Practitioner (ACNP)

The acute care nurse practitioner acquires knowledge and experience to provide direct healthcare services to adults across the lifespan for the purposes of health promotion, health protection, disease prevention, and management of common acute and chronic illnesses. The acute care nurse practitioner works in a variety of clinical settings that include, but are not limited to, acute care hospitals, long-term care facilities, physician offices, urgent care centers, and ambulatory care centers. The population in acute care nurse practitioner practice consists of adults over the age of 18 years through the elderly. The acute care nurse practitioner focuses on adults across the lifespan experiencing acute and episodic chronic health problems. There are a total of 42 credit hours in the specialty with 705 clinical hours.

The acute care nurse practitioner graduate is prepared to

- synthesize knowledge from nursing theories, the humanities, and evidence-based scientific clinical guidelines to guide assessment of health status of adults across the lifespan;
- demonstrate advanced practice clinical decision making, integrating critical thinking, to interpret patient and diagnostic test data and formulate differential diagnoses and a plan of care for adults across the lifespan;
- design and implement a mutually agreed upon management plan and therapeutic interventions with adult patients and families across the lifespan;
- evaluate and revise the documented management plan based on patient/family findings, problems and expected outcomes of treatment;
- apply adult assessment methodologies and research findings to improve and evaluate the care of adult patients and families across the adult lifespan;

- advocate for patients and families to provide cost-effective, culturally competent, ethical, quality care in and across healthcare settings; and
- model responsibility for continued professional development, integrity, accountability, competence, and credentialing as an acute care nurse practitioner.

Family Nurse Practitioner (FNP)

The family nurse practitioner acquires a broad base of knowledge and experience to provide direct healthcare services to people of all ages for the purposes of health promotion, health protection, disease prevention, and management of common acute and chronic illnesses. The family nurse practitioner focuses on care of patients and families, and functions primarily in ambulatory care settings. The population in primary care family practice includes newborns, infants, children, adolescents, pregnant and postpartum women, adults, and the elderly. There are a total of 42 credit hours in the specialty with 665 clinical hours.

The family nurse practitioner graduate is prepared to

- synthesize knowledge from nursing theories, the humanities, and evidence-based scientific clinical guidelines to guide assessment of health status for patients of all ages;
- demonstrate advanced practice clinical decision making, integrating critical thinking, to interpret patient and diagnostic test data and formulate differential diagnoses and a plan of care for patients and families across the lifespan;
- design and implement a mutually agreed upon management plan and therapeutic interventions with patients and families across the lifespan;
- evaluate and revise the documented management plan based on patient/family findings, problems, and expected outcomes of treatment;
- apply family assessment methodologies and research findings to improve and evaluate the care of adult patients and families across the adult lifespan;
- advocate for patients and families to provide cost-effective, culturally competent, ethical, quality care in and across healthcare settings; and
- model responsibility for continued professional development, integrity, accountability, competence, and credentialing as a family nurse practitioner.

Nursing Education (NED)

The Nursing Education specialty prepares the nurse to be an educator in schools of nursing or healthcare institution with skills in curriculum development and implementation, teaching strategies for the classroom and clinical setting, and measurement of student and program outcomes. There are a total of 39 credit hours in the specialty.

The nursing education graduate is prepared to

- integrate the roles of faculty scholarship, teaching, and service;
- formulate learning objectives, learning strategies, and activities in relationship to theories of teaching and learning;
- facilitate relationships between students and clinical agencies demonstrating an expertise in nursing and the ability to

influence change;

- advocate for students and develop mutual respect through advising, counseling, understanding diversity, conveying a sense of caring and serving as a preceptor and role model;
- integrate into the role of a faculty member participation in institutional committees and leadership to the school, institution, and the profession;
- disseminate knowledge of teaching expertise through publication and presentation of innovative teaching methods and outcomes of scholarly work; and
- integrate innovative and creative teaching strategies that consider increasing use of technology in education, changing perspectives on teaching and learning, and the needs of a global society.

Nursing Management and Leadership (NML)

The Nursing Management and Leadership specialty prepares the nurse to assume a nursing management or leadership role in the healthcare environment. Emphasis will be placed on the integration of finance, business management, information management, and marketing resources management evaluation into the nursing management and leadership roles. There are a total of 39 credit hours in the specialty.

The nursing management and leadership graduate is prepared to

- integrate critical thinking skills in complex, multi-dimensional nursing management and leadership situations through the use of economic, finance, marketing, and administration theories and principles;
- analyze the use of management and leadership principles and quality management skills in the healthcare organizations;
- advance nursing knowledge through research in nursing management, leadership, and healthcare policy;
- incorporate global influences and the use of information and communication technology into the nursing management and leadership role; and
- integrate legal and ethical standards, professional values, and lifelong learning into the nursing management and leadership role.

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by October 1 for spring admission and February 1 for fall admission. Applications are not reviewed until all materials have been received by the Graduate Nursing Admissions and Progression Committee. Applicants must be admitted to graduate study before their materials can be reviewed by the Graduate Nursing Admissions and Progression Committee. (See Office of Graduate Studies, Admission to Graduate Studies.)

Part-time study options are available. Students must contact the Graduate Nursing Office, by email or phone, for an individual advising session eight weeks after submitting admissions materials. The minimum criteria for admission to the Graduate Nursing Program are:

- a baccalaureate degree in nursing from an accredited school;

- minimum baccalaureate grade point average (GPA) of 3.0 on a 4.0 scale;
- satisfactory completion of a course in undergraduate statistics;
- unencumbered RN license;
- non-native speakers of English must provide an official report confirming a TOEFL score of 525 (paper test) or 71 (Internet based) or APIEL score of 3 or ILELTS score of 6.
- successful completion of the application process to both the Office of Graduate Studies and the Graduate Nursing Program.
- One year of full time employment or equivalent as a registered nurse is strongly recommended.

RN-MSN Program

Nurses with associate degrees or diplomas who meet admission requirements may enroll in the RN-MSN program. This program is designed for nurses with three years of nursing experience who have the professional goal of a master's degree. Through an individualized assessment, a planned study program will result in the achievement of both bachelor's and master's degrees. The program is designed to build on prior learning and validation of professional expertise.

Admission Requirements for the RN-MSN program are

- completion of an associate degree or diploma from an accredited program in nursing;
- three years full time or equivalent of current clinical experience as a registered nurse;
- unencumbered RN license(s);
- completion of a USI Graduate Nursing Program application;
- cumulative grade point average of 3.0 on a 4.0 scale in previous academic work; and
- completion of a USI undergraduate admission application.

After completion of the undergraduate portion of the program, to be considered for admission to the graduate level courses of the RN-MSN program, the applicant must submit to the Office of Graduate Studies:

- a completed USI Graduate Application Form;
- a \$25 non-refundable graduate application fee made payable to USI; and
- one official transcript from each undergraduate and graduate institution attended other than USI. Students must obtain a grade of B or above in all upper-level undergraduate nursing courses to proceed to graduate courses. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.

Curriculum

To achieve the master's degree, all students complete the nursing core courses. Students choosing the ACNP, FNP, and NED options also complete clinical core courses. Additional courses required in each specialty are indicated.

Graduate nursing clinical practice requirements may be completed in the student's own geographic area. Each student is

responsible for identifying preceptors and clinical sites. Approval of each preceptor and clinical site must be obtained from faculty prior to beginning clinical hours. A written agreement with each agency is required prior to initiating clinical experiences. Students may be required to visit campus in order to demonstrate clinical competency. Faculty also will validate clinical competency through site visits and/or conference calls with preceptors and students. All students will be directly observed and evaluated at their clinical site by NP faculty at least once each semester. Students living within 125-mile radius of the University of Southern Indiana (USI) will be observed and evaluated by the full-time, USI NP faculty. Students living outside the 125 mile radius of USI will be observed and evaluated by the USI NP faculty or the clinical affiliate faculty. Clinical affiliate faculty will be located within reasonable proximity to the students living in the area. In order to satisfy the direct observation mandate, students living outside of the 125 mile radius of USI have the option of traveling to the practice site of the clinical affiliate faculty or traveling to the USI campus to be observed by the USI NP faculty. Students are responsible for all expenses incurred in satisfying the direct observation mandate.

Acute Care Nurse Practitioner

<i>Nursing Core Courses (15 hours)</i>		Hours
N612	Advanced Nursing Research I	3
N613	Theoretical Basis for Advanced Practice Nursing	3
N614	Issues in Advanced Practice Nursing	3
N615	Advanced Nursing Research II	3
N616	Management of the Client in the Healthcare System	3

Clinical Core Courses (9 hours)

N617	Advanced Concepts of Pathophysiology	3
N618	Advanced Health Assessment for Advanced Practice Nurses	3
N622	Clinical Pharmacology	3

Acute Care Nurse Practitioner (18 hours)

N674	Management of Acutely Ill Adults I	6
N675	Management of Acutely Ill Adults II	6
N676	Management of Acutely Ill Adults III	6

Family Nurse Practitioner

<i>Nursing Core Courses (15 hours)</i>		Hours
N612	Advanced Nursing Research I	3
N613	Theoretical Basis for Advanced Practice Nursing	3
N614	Issues in Advanced Practice Nursing	3
N615	Advanced Nursing Research II	3
N616	Management of the Client in the Healthcare System	3

Clinical Core Courses (9 hours)

N617	Advanced Concepts of Pathophysiology	3
N618	Advanced Health Assessment for Advanced Practice Nurses	3
N622	Clinical Pharmacology	3

Family Nurse Practitioner (18 hours)

N654	Primary Care Nursing of Families I	6
N655	Primary Care Nursing of Families II	6
N656	FNP Practicum	6

Nursing Education

<i>Nursing Core Courses (15 hours)</i>		Hours
N612	Advanced Nursing Research I	3
N613	Theoretical Basis for Advanced Practice Nursing	3
N614	Issues in Advanced Practice Nursing	3
N615	Advanced Nursing Research II	3
N616	Management of the Client in the Healthcare System	3

Clinical Core Courses (9 hours)

N617	Advanced Concepts of Pathophysiology	3
N621	Clinical Pharmacology for Nurse Educators	3
N628	Advanced Health Assessment for Nurse Educators	3

Nursing Education (15 hours)

N671	Nursing Education Curriculum Development for the Nursing Educator	5
N672	Teaching Strategies for the Nursing Educator	5
N673	Evaluation Strategies for the Nursing Educator	5

Nursing Management and Leadership

<i>Nursing Core Courses (15 hours)</i>		Hours
N612	Advanced Nursing Research I	3
N613	Theoretical Basis for Advanced Practice Nursing	3
N614	Issues in Advanced Practice Nursing	3
N615	Advanced Nursing Research II	3
N616	Management of the Client in the Healthcare System	3

Nursing Management and Leadership (24 hours)

N624	Economic Policies in Nursing and Healthcare	3
N625	Marketing and Competitive Strategies in Nursing and Healthcare	3
N627	Nursing Informatics	3
N631	Individual and Group Behavior in Nursing and Healthcare Organizations	3
N632	Administration of Nursing and Healthcare Organizations	3
N633	Human Resources Management in Nursing and Healthcare	3
N634	Financial Management in Nursing and Healthcare Organizations	3
N635	Business of Nursing	3

Electives

	Hours	
N570	Special Topics in Nursing	1-3
N574	Perioperative Nursing	3
N576	Cardiovascular Surgical Nursing	3
N578	Rehabilitation Nursing	3
N582	Oncology Nursing	3
HP535	Eastern Medicine: Alternative Complementary Healthcare	3
HP585	Epidemiology	3

**MASTER OF SCIENCE IN OCCUPATIONAL THERAPY
812/465-1179****Program Objectives**

The purpose of the Master of Science in Occupational Therapy (MSOT) curriculum is to prepare graduates for employment in shifting practice arenas of healthcare, education, industry, and community. This graduate program prepares students for advanced practice and is designed to meet such needs.

Admission Requirements

Entry is intended for individuals who wish to become occupational therapists. USI students must complete the Bachelor of Science degree (occupational therapy major) followed by the Master of Science in Occupational Therapy (MSOT) degree in a curriculum design known in the occupational therapy profession as a *combined BS/MS* curriculum. USI students must complete the requirements of both degrees to be eligible to take the *Occupational Therapist Registered® Certification Examination* administered by the National Board for Certification in Occupational Therapy (NBCOT). For specifics about the combined BS/MS curriculum in occupational therapy, see the Occupational Therapy Program (undergraduate) component of the College of Nursing and Health Professions section in this bulletin.

To be considered for admission to the graduate level courses of the MSOT program, the applicant must:

- complete the undergraduate BS degree with emphasis in occupational therapy;
- have a cumulative GPA of 3.0 on a 4.0 scale in previous academic work;
- meet all MSOT prerequisite requirements;
- submit to the Office of Graduate Studies a completed USI Graduate Application Form; and
- submit to the Office of Graduate Studies a \$25 non-refundable graduate application fee made payable to USI.

The MSOT curriculum prepares students for practice as a generalist in the occupational therapy profession. Didactic and clinical education are integrated into the curriculum. Students participate in various courses including 24 weeks of full-time level II field work in which they are supervised by a currently licensed or credentialed occupational therapist. Additionally, students perform a 120-hour specialized role internship in their particular area of interest as an educator, researcher, administrator, consultant, or clinician.

Curriculum

	Hours	
OT 671	Occupational Therapy Leadership	4
OT 683	Advanced OT Research Strategies	3
OT 690	Special Topics	2
OT 692	Specialized Evaluation Strategies	4
OT 696	Professional Fieldwork I	6
OT 697	Professional Fieldwork II	6
OT 698	Specialized Role Internship Seminar	2
OT 699	OT Synthesis	5

MASTER OF SOCIAL WORK

812/464-1843

Program Objectives

The mission of the University of Southern Indiana MSW program is to prepare students with the knowledge, skills, and values for advanced social work practice with diverse populations and emerging social issues. The MSW program prepares students for competency-based practice utilizing the systems model for planned change through generalist and advanced social work practice. In response to evolving community needs, the department has developed a solid clinical concentration and an optional School Social Work Specialization program.

The Department of Social Work offers both full-time and part-time graduate programs leading to the Master of Social Work (MSW) degree. The MSW program is fully accredited by the Council on Social Work Education.

The program offers admission to advanced standing and non-social work majors. Applicants for the advanced standing programs must have a Bachelor of Social Work (BSW) degree from a program accredited by the Council on Social Work Education. All other applicants, including non-social work majors, must have a bachelor's degree from an accredited college or university in a field other than social work. Several possible courses of study are available. Not all options are offered every year. Applicants are advised to consult the MSW program information available on the web site at www.usi.edu/socialwork/index.asp

Admission Requirements

All requests concerning admission to the MSW program should be addressed to the Social Work Department, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712. Send a message to www.usi.edu/socialwork or telephone 812/464-1843 to request information. Students may find instructions and application materials on the web page at www.usi.edu/socialwork. Each student must apply to both the Office of Graduate Studies and the Social Work Department. Admission decisions for the MSW program are based on a review of past academic performance, relevant work and/or volunteer experience, letters of recommendation, a personal statement, written academic or professional work, and an admission interview when required. March 1 is the deadline for submission of the application. When the application deadline falls on a weekend, the application will be due the next business day. Applications will be reviewed when all materials have been received by the Social Work Department MSW Admissions Committee. Students should note the MSW program admits students in the fall semester only. The minimum criteria for admission to the MSW program are:

- admission to Graduate Studies;
- an earned bachelor's degree from an accredited college or university prior to registration for MSW courses;

- evidence of good standing (verification forms available from the Social Work Department) of students transferring from other graduate programs; and
- completion of the following prerequisite requirements with a grade of C or better in each course.

Applicants may enroll in these courses during the time in which their MSW applications are being evaluated; however, the following prerequisite requirements must be met by the first day of the semester a student begins the program. All offers of admission are conditional upon the completion of these prerequisites. Any exceptions are handled on an individual basis.

- 18 hours of social/behavioral sciences including one social science research foundation course and one social science statistics foundation course. The research and statistics courses must have been completed within 10 years of beginning the MSW program;
- prerequisite course content older than 10 years will be reviewed for currency. Applicants may be required to validate these courses to ensure adequate preparation for the MSW program of study. An applicant can have a course validated by submitting a course description from the catalogue during the year in which the course was taken and, if possible, a course syllabus;
- deficiencies in these prerequisites must be rectified before the student is eligible to be fully admitted into the MSW program;
- an overall 2.8 GPA on a 4.0 scale on all undergraduate work completed; or a 3.0 GPA on the last 60 credit hours, or equivalent, taken in the undergraduate program. Rare exceptions may be made on a case-by-case basis;
- evidence of writing skills compatible with graduate-level standards. All written products submitted will be evaluated;
- evidence of potential to develop into a sound professional social worker. A personal interview and/or additional evaluative data may be required of applicants;
- international students will be required to meet additional requirements, e.g., a score of 550 on the paper-based TOEFL (Test of English as a Foreign Language) or 213 on the computer-based TOEFL, an official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate work; Supplemental Information Form for international students which includes a financial summary stating amounts and sources of support for the duration of study; and an international student transfer form if attending another school in the United States; and
- successful completion of the application process.

NOTE: The program does not grant academic credit for life or work experience in lieu of social work course or field content. It is the applicant's responsibility to provide all required materials to the Department of Social Work by the application deadline.

Advanced Standing Requirements

Students who have earned undergraduate degrees in social work from programs accredited by the Council on Social Work Education (CSWE) may be eligible for advanced standing. To be considered, they must have met the requirements listed above, and the following additional requirements must be met.

- Graduation within the last five years with a BSW from an undergraduate program accredited (or admitted to candidacy) by the Council on Social Work Education. A student who is in a program admitted to candidacy must submit one copy of all social work course syllabi for review.
- An overall 3.0 GPA on a 4.0 scale on all undergraduate work completed; or a 3.0 GPA in the last 60 credit hours, or equivalent, taken in the undergraduate program. Rare exceptions may be made on a case-by-case basis.
- Applicants must have satisfactorily completed a minimum of 400 hours of generalist-based field instruction in direct practice with individuals, families, groups, and communities under appropriate social work supervision.

Advanced standing students will have transcripts and/or program content evaluated to determine if foundation content has been met. Students may be required to present copies of course descriptions, course syllabi, and/or assignments in order to document that appropriate content has been covered in their previous course of study.

Indiana Public Law 11-1994 and MSW Admission

In order to fully comply with Indiana Public Law 11-1994 (conviction of sexual offenses against children), the Department of Social Work will conduct a criminal history check of students requesting admission to the Master of Social Work program. This check will be conducted at the point of admission and upon entering the field placement. A student who has been convicted of sex offenses against children as identified in P. L. 11-1994 will not be granted admission to or allowed to continue in the Master of Social Work program.

Individuals who were convicted of such crimes outside of the state of Indiana are required to report their intent to reside more than seven days in the area within Indiana to local law enforcement authorities having jurisdiction in the area of intended residence.

Application Review

Admission decisions for the MSW program are based on evidence of:

- demonstrated academic competency through previous academic work;
- a commitment to social work values and ethics;
- a basic understanding of the social work profession;
- emotional maturity, stable mental/emotional processes;
- good writing skills (the written materials submitted are evaluated on punctuation, spelling, grammar, syntax, organization, and the ability to clearly express ideas);
- critical thinking and analytic ability, including evidence of good judgment;
- relevant work and/or volunteer experience;
- successful completion of required course prerequisites;

- potential to develop into a sound professional social worker (a personal interview and/or additional evaluative data may be required of applicants); and
- references (students are encouraged to review the reference form and select individuals who will be able to answer a majority of the questions asked. References from faculty, supervisors in employment or volunteer positions, and individuals with professional knowledge of social work or human services are preferred).

Applications are not reviewed until all materials have been received by the Department of Social Work. Students will be notified when the application is complete. A student may be fully admitted to the program due to completion of all requirements, admitted on a conditional status, or admitted on a probationary status. A student who is denied admission may appeal in writing to the Admissions Committee. If the appeal is denied by the committee, the applicant may appeal the decision to the chair of the Department of Social Work. All information submitted during the application process becomes the property of the Department of Social Work and will be kept confidential.

Curriculum

The MSW program and options are available on the web site at www.usi.edu/socialwork/index.asp

DOCTOR OF NURSING PRACTICE

The College of Nursing and Health Profession's commitment to quality nursing education and responsiveness to regional and national healthcare needs serve as the foundation for our Doctor of Nursing Practice (DNP) program. This practice-focused doctorate will prepare nurses in multiple roles to make contributions to healthcare and nursing through scholarly practice, healthcare leadership, and nursing education. Course content builds upon the master's degree and includes a minimum of an additional 36 credit hours. The curriculum consists of a two-year (full-time) or three-year (part-time) plan of study for doctoral level coursework which will culminate in the completion of an evidence-based capstone project.

Program Objectives

The Doctor of Nursing Practice (DNP) prepares experts in advanced nursing with emphasis placed on innovative, evidence-based practice that reflects the application of credible research findings. The expanded knowledge base in nursing will broaden the DNP graduate's ability to translate that knowledge quickly and effectively to benefit patients, to improve outcomes, and to contribute to the profession.

Upon completion of this program, the DNP graduate will be able to:

- Integrate nursing science with knowledge from ethics and the biophysical, psychosocial, analytical, educational, and organizational sciences as the basis for the highest level of nursing practice.

- Develop and evaluate care delivery approaches that meet current and future needs of patient populations based upon scientific findings in nursing science, clinical sciences, and organizational, political, and economic sciences.
- Use analytic methods to appraise existing literature and other evidence to determine and implement the best evidence for practice.
- Serve as a leader in the development and implementation of institutional, local, state, federal, and international health policy.
- Advocate for the patients and the nursing profession within government, business, education, and healthcare communities.
- Collaborate with interprofessional teams to analyze complex practice and organizational issues in leading change to improve patient, population, and system health outcomes.
- Analyze epidemiological, bio-statistical, environmental, and other scientific data related to individual, aggregate, and population health.
- Integrate advanced level of judgment, systems thinking, and accountability in designing, teaching, delivering, and evaluating evidence-based care to improve patient and healthcare outcomes.

Admission Requirements:

To be eligible for the Doctor of Nursing Practice (DNP) program, an applicant must have

- A master's degree in nursing from a nationally accredited school of nursing;
- A minimum graduate GPA of 3.25 on a 4.0 scale or the equivalent; and
- Satisfactory completion of a graduate course in research with grade of B or better.
- Applicants who seek admission to the DNP program must first achieve admission to the Office of Graduate Studies. Admission requires submission of the online application, application fee, and official transcripts to the Office of Graduate Studies. Applicants must submit the following items to the Graduate Nursing Office.
- A copy of unencumbered RN license(s)
- A resume/curriculum vitae
- Three professional references - a minimum of one reference should be from faculty in your graduate program
- A one- to two- page paper describing your practice experience and your professional goals. Include the area of nursing practice that you will concentrate on in this program.
- A one- to two-page description of a practice-related issue that will serve as the focus of your capstone project. Include the significance and impact of the project to nursing and healthcare.

Once admission to Graduate Studies is attained and all application materials have been received by the graduate nursing program, the applicant will be considered for admission to the DNP program. The application deadline is January 15 of each year. Admission to the DNP program is competitive. Faculty may request an interview with an applicant once all of the admission criteria as listed above have been met. Additional

information about the DNP program and admission process may be found on the college web site at health.usi.edu.

DNP Curriculum

The DNP program requires a total of 78 graduate nursing semester credit hours. The student must have completed a masters degree in nursing to be eligible to enroll in the DNP program and may apply a maximum of 42 graduate credits toward the required 78 credit hours for the degree. Integrated practice hours within the curriculum will provide DNP students with learning opportunities to gain expertise in their area of specialization. The USI DNP curriculum is built upon three distinct areas of graduate nursing content as determined by the AACN Essentials document. The three content areas with the 36 credit hours of DNP courses are presented below.

Leadership and Organizational Systems Core Courses	15 Hours
NURS 721	Systems Leadership and Communication 5
NURS 724	Healthcare Policy and Strategic Planning 3
NURS 725	Resource Utilization in Healthcare 4
NURS 727	Healthcare Technology and Informatics 3

Evidence-Based Practice Core Courses	9 Hours
NURS 713	Theory and Practice 3
NURS 715	Analytical Methods for Population-Based Care 4
NURS 717	Cultural Diversity 2

Specialty Practice Courses	12 Hours
NURS 854	Critical Appraisal of Practice I 3
NURS 855	Critical Appraisal of Practice II 3
NURS 866	Capstone Project I: Planning 1
NURS 867	Capstone Project II: Project Proposal 1
NURS 876	Capstone Project III: Implementation 1
NURS 877	Capstone Project IV: Dissemination 3

Two Year Plan of Study (Full Time)

FIRST YEAR

Fall Semester	9 Hours
NURS 713	Theory and Practice 3
NURS 721	Organizational and Systems Leadership 5
NURS 866	Capstone Project I: Planning 1

Spring Semester	9 Hours
NURS 715	Analytical Methods for Population-Based Care 4
NURS 725	Resource Utilization in Healthcare 4
NURS 867	Capstone Project II: Project Proposal 1

Summer Session	6 Hours
NURS 727	Nursing and Healthcare Informatics 3
NURS 724	Healthcare Policy and Strategic Planning 3

SECOND YEAR

Fall Semester	6 Hours
NURS 717	Cultural Diversity 2
NURS 854	Critical Appraisal of Practice I 3
NURS 876	Capstone Project III: Implementation 1

Spring Semester	6 Hours
NURS 855	Critical Appraisal of Practice II 3
NURS 877	Capstone Project IV: Dissemination 3

Three Year Plan of Study (Part Time)

FIRST YEAR

Fall Semester		4 Hours
NURS 713	Theory and Practice	3
NURS 866	Capstone Project I: Planning	1

Spring Semester		4 Hours
NURS 715	Analytical Methods for Population-Based Care	

Summer Session		3 Hours
NURS 727	Nursing and Healthcare Informatics	

SECOND YEAR

Fall Semester		6 Hours
NURS 721	Organizational and Systems Leadership	5
NURS 867	Capstone Project II: Project Proposal	1

Spring Semester		5 Hours
NURS 725	Resource Utilization in Healthcare	4
NURS 876	Capstone Project III: Implementation	1

Summer Session		3 Hours
NURS 724	Healthcare Policy and Strategic Planning	

THIRD YEAR

Fall Semester		5 Hours
NURS 717	Cultural Diversity	2
NURS 854	Critical Appraisal of Practice I	3

Spring Semester		6 Hours
NURS 855	Critical Appraisal of Practice II	3
NURS 877	Capstone Project IV: Dissemination	3

Concentrations:

Students admitted to the USI DNP program may select from two areas of study concentration: Advanced Nursing Practice or Organizational and Systems Leadership. In both concentrations, the plan of study is the same with all students enrolling in the required 13 DNP courses. Students complete assignments within each course that address the identified study concentration. The capstone project focuses on an endeavor consistent with the student's identified study concentration.

Practice Hours

The AACN DNP Essentials require 1,000 practice hours as part of this degree. Practice hours in the masters in nursing program will be recognized as partial fulfillment of the 1,000 hours. The remaining practice hours will be completed as part of the DNP courses.

COLLEGE OF BUSINESS

Accounting

501 Survey of Accounting (3) A survey of basic accounting techniques for graduate students who have not previously had an accounting course. May not be counted toward the 30 hours required for the M.B.A. degree. Non-MBA students require permission from their program director. No prereq. F

601 Seminar in Management Accounting (3) A study of management accounting and its use to aid in planning, controlling, and evaluating operations. Prereq: ACCT 501 or equivalent. Sp

698 Accounting Internship (3) A cooperative work-study program designed to create a work situation where advanced business/accounting courses are made meaningful as a result of the perspective gained from professional experience. Grades assigned as Satisfactory or Unsatisfactory only. This class is restricted to students who are recent graduates or who are changing careers. No more than three credit hours of internship credit may be applied toward the degree requirements.

699 Independent Study (1-3) Independent study of a topic or problem in accounting not otherwise covered in the curriculum. Prereq: consent of MSA director.

Administrative Systems/Vocational Business Education

571 Principles and Philosophy of Vocational Education (3) Philosophy and principles, and objectives of vocational education related to the needs of the beginning vocational teacher. Consideration of the various service areas, including wage-earning and non-wage earning vocational areas, as a foundation for further study.

591 Managing In-School Labs and Coordinating Business, Career, and Technical Education Programs (3) This course is for in-service teachers in business, career, and technical education. Special techniques and knowledge for managing in-school laboratory programs and coordinating business, career, and technical education programs including ICE programs will be examined and identified. Students will develop specific activity-based in-school labs. Students will develop a coordinators' manual for a business, career, or technical education program. Students will examine, study, and identify the relationships and interrelationships between school corporations, businesses, community, parents, students, and advisory boards.

603 Workshop in Economic Education (3) Covers basic economic concepts and includes teaching techniques that can be used to integrate these concepts into various courses in the school curricula. Designed for teachers who are not specialists in economics.

690 Special Topics (1-3) A study of contemporary topics or innovative developments in business and/or economic education.

695 Special Topics: Faculty in the Factory Internship (3) This course focuses on arranged student/teacher internship experiences that identify the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies in the workplace. Curriculum materials and instructional strategies are developed for the infusion of SCANS competencies into tech prep and academic curricula. Prereq: consent of instructor.

Business Law

BLAW 618 Legal and Social Environment of Business (3) A study of the interaction of business with legal institutions, emphasizing both positive law and ethical concerns. The course focuses on those contemporary legal and social issues facing today's business decision-makers. Sp

Computer Information Systems

601 Information Systems and Technology (3) This course explores alternative approaches to managing the resources (computers, networks, software, data, and people) that organizations utilize in applying information technology (IT). It focuses upon the role of the user-manager in identifying opportunities (and avoiding pitfalls), developing applications, and creatively using IT to improve personal and organizational performance. F

699 Independent Study (1-3) Supervised study or research in a specific area in computer information systems. Prereq: consent of MBA director.

Decision Science

601 Quantitative Methods for Business Decisions (3) The course focuses on the concepts and techniques used to manage resources required to produce the goods and services of an organization, including the design, operation, control, and updating of operational systems. The course also addresses concepts used to solve business problems and facilitate sound managerial decisions, including linear programming and extensions, network modeling, project management, and multicriteria analysis. Prereq: DSCI 501 or equivalent. F

699 Independent Study (3) Supervised study or research in a specific area of decision sciences. Prereq: consent of MBA director.

Economics

501 Survey of Economics (3) A survey of micro and macro economic principles for MBA students who have not had the two economic principle classes at the undergraduate level. May not be counted toward the 30 hours required for the M.B.A. degree. Non-MBA students require permission from their program director. F

601 Business Economics and Forecasting (3) A study of economic concepts and tools useful to managers of business firms. Topics include optimization, demand, production and costs, market structure, pricing behavior, risk analysis, benefit cost analysis, estimation of economic relationships, and business cycles and forecasting. Prereq: ECON 501 or equivalent. Sp

699 Independent Study (1-3) Supervised study or research in a specific area of economics. Prereq: consent of MBA director.

Finance

601 Financial Management and Markets (3) A comprehensive coverage of financial theories and their application to provide the MBA student with a basic understanding and appreciation of corporate finance. Prereq: FIN 501 or equivalent. F

699 Independent Study (1-3) Supervised study or research in a specific area of finance. Prereq: consent of MBA director.

Management

601 Human Resource Management (3) A study of human resource management activities such as selection, performance management, compensation and reward systems, career development, diversity management, and employment law. Particular emphasis will be placed on strategic implications of human resource management. Format will involve extensive discussion and experiential learning. Prereq: Admission to the MBA program or approval from MBA Director. F

611 Leadership Skills and Organizational Behavior (3) A highly interactive and experiential class focusing on the development of management and leadership skills. The class focuses on organizational behavior issues and on developing a student's professionalism in the following areas: oral, written, and interpersonal communication, group dynamics, team building, creative problem solving, information and communication technology, change management skills, and the roles of leaders in a dynamic work environment. Prereq: Admission to the MBA program. F, Sp

681 Strategic and International Management (3) Includes the development of an executive managerial perspective. The primary purposes of the course are to develop the ability to analyze complex corporate problems from a global perspective, and an awareness of the impact of changing business conditions and government policies on global organizations. Examines the globalization of industries and firm competitiveness. The format of the class involves the use of cases to assist students in the application of theory. Prereq: ACCT 601, ECON 601, FIN 601, MKTG 601, and MNGT 601. Sp

699 Independent Study (3) Supervised study or research in a specific area of management. A study of cases to develop overall managerial perspective, the ability to analyze complex corporate problems, and an awareness of the impact of changing business conditions and government policies. Prereq: consent of MBA director.

Marketing

601 Marketing Strategies (3) Analysis and control of the key marketing variables to develop successful strategic marketing plans. Emphasis on the major components of marketing strategy; establishment of overall corporate objectives; analysis of strategic business units; identification of creative alternatives; and examination of company, target market, and competitors. Views strategy formulation from the global and managerial perspectives. Examines significant marketing strategies and applies them to practical analysis of established marketing cases dealing with new and established product management, pricing, channels, and promotional aspects. Prereq: MKTG 501 or equivalent. F

699 Independent Study (1-3) Supervised study or research in a specific area of marketing. Prereq: consent of MBA director.

BOWER-SUHRHEINRICH COLLEGE OF EDUCATION AND HUMAN SERVICES

Physical Education

502 Teaching Difficult Topics in Health (3) This course will introduce and provide an opportunity to practice pedagogical approaches for health topics historically challenging to teach children in grades K-12. The basis for understanding behavioral, environmental, and political influences on health education in the school system will be addressed.

592 Contemporary Issues in Sport and Exercise (3) This course will enable students to integrate information from their educational experiences to critically examine and analyze contemporary issues in sport and exercise from an interdisciplinary perspective. Current issues, trends, and challenges will be presented with the intent of provoking thought and stimulating debate so that students may identify their role in the resolution of issues.

593 Emotional Health of Children in Sport (3) This course will help students gain an understanding of the nature of emotional health principles and theory guiding successful youth development. Students will explore the nature of multiple dimensions of participation in sport, including fear, aggression, achievement, stress, parental involvement, drugs and addiction, and relationships. Students will explore various approaches to the resolutions of common issues in youth sport.

594 Program Planning and Evaluation in Health Education (3) This course will introduce students to terminology, theories, models, and tools for planning, implementing, and evaluating programs in health education and health promotion. Students will be introduced to a systematic approach to the planning and evaluation of health education programs, a diagnosis of the social, psychological, educational, and administrative aspects of the health education program, and program monitoring, rigorous methods of impact assessment, and the measurement of efficiency.

601 Physical Training for Optimal Performance (3) The course provides practical strategies and theoretical framework for application regarding the results of physical training in various internal and environmental conditions, for youth, young adults, and athletes. The basis for training under certain nutritional, psychological, and physical regimens will be described and evaluated.

Social Work

500 (3) Special Topics in Social Work This course will provide students exposure to a variety of selected topics of current interest and importance in social work. These topics will change with the interests of the faculty and students. No prereq.

503 The Social Welfare System (3) Examines the philosophical, ideological, and historical foundations of contemporary social welfare issues and policies from a global systems perspective. The course includes consideration of the influence of various political perspectives on the conceptualization of the welfare state. The emergence and the evolution, as well as contemporary issues facing the profession and the social and economic justice implications of policies on selected populations are discussed. In addition to considering policy alternatives, students will acquire skills in assessing social impact of social welfare policies in family and community systems as well as skills in tracing the historical development of contemporary social welfare policies at the U.S. federal and state levels. Prereq: admission to the MSW program. F

504 Human Behavior and the Social Environment (HBSE) I (3) This course provides an integrative focus of examining the interrelatedness of human physical, psychological, and social systems. Concepts related to culture, social stratification, environmental stress, disability, trauma, and ethnicity are presented in relation to their impact on human systems. Adaptation related to growth and development of the individual is presented with an emphasis on understanding the physical, emotional, and social forces that affect human growth and development. Prereq: admission to the MSW program. F

505 Human Behavior and the Social Environment (HBSE) II (3) This course provides foundation knowledge about bio-psych-social cultural aspects of individual, family, and small group systems. Within this framework, emphasis is placed on issues related to human diversity and social justice. A holistic systems conceptual approach is used to demonstrate their relationship to larger social systems. Social systems; life-process development; culture and ethnicity; stress, coping, and adaptation; and major social issues over the life span are emphasized in this course. Students also will learn about an overall framework or model for integrating concepts, understanding human beings in society, and optimizing human functioning in society. Prereq: admission to the MSW program, and SOCW 503 and SOCW 504. Sp

506 The Foundation of Social Work Practice (3) This course provides foundation knowledge at the graduate level about generalist social work practice. The course examines the wide range of knowledge and skills needed for collaborative work with individuals, families, groups, organizations and communities to promote planned change and enhance client empowerment. Using a systems perspective, the course focuses on work within social service agencies, including effective use of supervision and consultation, and critical thinking skills. Social work values and ethical decision making is presented by introducing students to the NASW Code of Ethics as an essential component of professional social work practice. Prereq: admission to the MSW program. F, Sp

507 Social Work Research Seminar (3) This course builds upon the foundation of basic undergraduate research courses. Emphasis is placed on the continued development at the graduate level of critical analytical skills related to application of basic concepts in research methodology including problem formulation, research design, sampling, measurement, and data analysis. The course will focus on quantitative and qualitative methods and familiarize students with the computer-based system for data entry and analysis. The course prepares students to be consumers and producers of social work research so that they can apply evidence-based interventions to diverse clinical settings and populations at risk and to utilize sound ethical principles related to research. Prereq: admission to the MSW program. F, Sp

508 Micro Systems: Practice with Individuals, Groups, and Families (3) This course focuses on the development of knowledge, values, and skills needed for social workers at the graduate level to practice with individual and small group systems. Particular consideration is given to examining the theories within a generalist framework for social work practice. Ethical principles, methodologies, and techniques are included as they relate to contemporary professional practice. Socio-cultural membership, gender, racial and ethnic factors, disabilities, and other human diversity issues are studied as variables impacting the provision of social services to individuals, families, and small group systems. The role of research in social work practice evaluation is covered. Prereq: admission to the MSW program, SOCW 503, 504, and 506. Sp

509 Macro Systems: Institutional and Community Systems (3) Examines the theoretical frameworks that shape the foundation for social work generalist practice with organizations and communities.

Built upon a liberal arts perspective of community and society, the course provides advanced knowledge about social work's professional relationships with organizations and communities. The course emphasizes skills to enhance competent macro practice with diverse populations regarding age, culture, class, ethnicity, disability, gender, and national economic justice. Prereq: admission to the MSW program, SOCW 503, 504, and 506. Sp

510 Social Welfare Policy and Service (3) Provides a framework for social welfare policy analysis with special attention to the state policy-making process and the impact of policy on persons that may be disadvantaged by poverty and other forms of oppression. The course emphasizes culturally competent policy practice and advocacy related to diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, and sexual orientation. Policy practice skills related to policy formulation development, implementation, and evaluation will be addressed. Prereq: admission to the MSW program, SOCW 503 and 504. Sp

511 Graduate Field Placement I (3) Provides a "generalist" social work practice experience in a community based social service agency under the direct supervision of an agency based field instructor in consultation with social work faculty. Generalist practice is broadly defined; the parameters for practice are determined by the identified client needs, mission, and function of the agency and the level of training of the student. Typical roles of the student include: advocate, broker, educator, community organizer, group worker, and individual counselor. Typical tasks: preparing psychosocial histories, developing service plans, and implementing interventions congruent with the multi-variant client needs. Skills expected include the ability to communicate empathy, genuineness, positive regard, and the ability to utilize a planned change process throughout the generalist model. Prereq: admission to the MSW program and completion of SOCW 503, SOCW 504, SOCW 505, SOCW 506, SOCW 507, SOCW 508, SOCW 509, SOCW 510, and permission of the director of field education. Su

512 Integrated Field Placement Seminar I (1) Taken concurrently with the field placement, this seminar integrates theory and skills from the classroom with the agency based field experience. "Generalist" social work practices as demonstrated in a variety of agency settings is evidenced by students sharing their field experiences and receiving feedback on their own application of generalist practice knowledge. Prereq: admission to the MSW program, and completion of SOCW 503, SOCW 504, SOCW 505, SOCW 506, SOCW 507, SOCW 508, SOCW 509 and SOCW 510, and permission of the director of field education. Su

601 Clinical Specialization I: Clinical Assessment and Differential Diagnosis (3) This advanced course will focus on the clinical process of assessment and diagnosis from the perspective of social work practice. Students will discuss major frameworks for organizing assessment data and formulating diagnostic understanding, with a view on the utility for clinical practice in varied settings with diverse populations. The Diagnostic and Statistical Manual of Mental Disorders (DSM) and other schemes for assessing and understanding human behavior, psychopathology, and mental disorders will be demonstrated and critically examined. Prereq: admission to the MSW program and completion of all 500-level core classes or advanced standing status. F

602 Clinical Specialization II: Clinical Planning and Treatment Process (3) Building upon SOCW 601, this advanced course provides an in-depth consideration of the clinical process of treatment planning and intervention in social work practice. The case study method will be utilized to discuss the application of assessment, treatment planning

with a well-defined clinical focus, and evidenced-based intervention strategies to a variety of complex treatment concerns across diverse populations. Advanced case management and multidisciplinary collaboration also are covered. The development and application of advanced clinical reasoning is a major goal. The complexities of ethical, legal, and professional issues for clinical practice will be examined. Prereq: admission to the MSW program, completion of all 500-level core classes, or advanced standing status and SOCW 601. Sp

603 Administration and Policy Specialization I: Human Services Management I (3) This course will focus upon developing the skills and knowledge needed by master's-level social workers who move into management/administrative roles within a culturally diverse and changing social service environment. The course will include content on the changing trends in the social service sector, the administrator's role, management theory, management in public sector organizations, strategic planning, and culturally and ethically competent management within social service agencies. Additionally, policy analysis as it affects the organization and clients will be examined with a special emphasis on social and economic justice and diversity. Prereq: admission to the MSW program and completion of all 500-level courses, or advanced standing status. F

604 Administration and Policy Specialization II: Human Service Management II (3) This course will build upon the content in Human Services Management I. It continues to develop the skills and knowledge needed by social work human service managers within a changing diverse culture. Content will focus on human resource management to include development of skills and knowledge in the areas of leadership, supervision, staff development, structure, authority, funding, budgeting, grant writing, contracting, marketing, and inter-organizational relationships. Human relations skills and knowledge including program/team development and conflict management will be emphasized with a focus on social and economic justice and diversity. Prereq: admission to the MSW program, completion of all 500-level core courses, or advanced standing status and SOCW 603. Sp

605 Practice Evaluation (3) Practice evaluation refers to research strategies and designs used by social workers to assess the impact and effectiveness of social work interventions. The course prepares the social work practitioner for the systematic evaluation of direct services and treatment interventions. Specifically the course examines the theoretical and practical applications of outcome and process research. It also examines the use of qualitative and single system research designs in the context of the advanced clinical concentration curriculum. Prereq: SOCW 507. F, Sp

608 Paradigms of Clinical Practice (3) Provides content on contemporary theoretical paradigms and techniques of advanced clinical social work practice. This course builds on the foundation established in the generalist practice classes taught in the first year MSW graduate curriculum. The focus is on the application of theoretical models to a variety of populations including clinical interventions with individuals, groups, couples, and family systems. Prereq: admission to the MSW program and completion of all 500-level core classes or advanced standing status. F

610 Human Diversity, Inequality, and Social Work (3) This course provides a broad base of knowledge pertaining to policy and practice with diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, sexual orientation, and international groups. Institutional, historical, and cultural barriers to equality are explored, with their implications for policy and practice within a global context. Micro and macro level implications of strength and resilience and the valuing of diversity will be addressed.

Students will demonstrate an understanding of the impact of diversity and equality on human systems and social policy. Prereq: admission to the MSW program and completion of the foundation curriculum or advanced standing status. Su

611 MSW II Graduate Field Placement (2-4) Provides a “clinical” or otherwise “specialized” social work practice experience in a community based agency under the direct supervision of an agency based field instructor who has expertise in the specialization. While anchored in the liberal arts foundation, generalist model and values that distinguish social work as a discipline, this advanced practicum is both specialized and rigorous in its demands for interventions grounded in sound science, technical skill, and the art of therapeutic practice. The MSW II placement provides opportunities for clinical activities building on the generalist foundation. Its emphasis is on the student developing a “therapeutic” style of practice while acquiring expertise within the specialization offered by the field agency. The ratio of generalist and clinical activities vary, depending upon the professional developmental needs of the individual student and the mission of the agency. Specializations may be defined by the problem, such as chemical dependency; the population, e.g., children and families; practice areas such as mental health or school social work and expertise in use of a particular intervention model. Prereq: admission to the MSW program, completion of all graduate foundation classes below SOCW 611, and permission of the director of field education. F, Sp

612 MSW II Integrated Field Placement Seminar (1-2) Taken concurrently with SOCW 611, this seminar integrates theory and skills from the classroom with an agency-based field experience. Therapeutic or clinical social work practices reflecting a variety of theoretical bases are demonstrated as students share their field experiences and receive feedback on their own application of specialized practice knowledge. Prereq: admission to the MSW program, completion of all graduate foundation classes below SOCW 611, and permission of the director of field education. F, Sp

621 Introduction to Family Systems (3) Examines the family as a contemporary social institution. Consideration is given to historical, cross-cultural perspectives in exploring the range of issues with which the contemporary family must cope. The course also examines the various therapy approaches to dealing with family issues and dysfunction. Skill in working with various family problems and configurations will be developed based on these theories. Various family systems including nuclear, single parent, blended and multigenerational families will be examined. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status. Sp

625 Social Work Practice with Children and Adolescents (3) Examines the development and behavior of children and adolescents in relation to the ability to function in their roles in society, including in the family, with peers, schools or other systems. Assessment or functioning and interventions congruent with the child/adolescents' needs are explored. Consideration will be given to the impact of the environmental context in which problems manifest, including community or organizational cultures and policy; socio-economic factors or other aspects of human diversity. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status. Sp

627 Social Work Practice with the Elderly (3) This course focuses on the social worker's role with aging individuals, groups, and communities. Development of knowledge and skills of intervention appropriate for both community and institutional services will be emphasized. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status.

629 Social Work Practice and Disability (3) This course examines a broad array of disability-related issues including various definitions of disability, the experience of disability, frameworks for understanding disability, services for persons with disabilities, the practice implications of public policy, role options for social workers, and practice considerations. Innovative social work practice, with an emphasis on a social construction model directed at inclusion-integration rather than a medical model emphasizing restoration will be emphasized. Prereq: admission to the MSW program.

632 Social Work Practice with Persons with Serious Mental Illness (3) Examines the role of the social worker with persons with serious mental illnesses. Includes an examination of various etiological theories, cultural and family issues, community-based services, and evidence-based knowledge needed to plan, deliver, and evaluate services for this population. Prereq: admission to the MSW program.

634 Social Work Practice with Substance Abusers and Their Families (3) This course will focus on the knowledge and skills essential to a range of social work roles and practice modalities with substance abusers and their families. Students learn to identify and critique the central issues that are addressed in the process of assessment and treatment intervention with this population. Special issues related to children and adolescents, family systems, ethnic groups, gay men and lesbians, elderly, disabled, and dually diagnosed are explored. Selected social policy and service delivery issues and research findings are considered. Prereq: admission to the MSW program.

638 Minority Groups and Cultural Issues in Social Work Practice (3) Focuses on assisting students in developing a cultural and ethnic-sensitive approach to their practice. It also emphasizes the identification and use of different theoretical models of practice that can be effective in intervention with minority individuals, families, groups, and communities. Prereq: admission to the MSW program and completion of the foundation curriculum or advanced standing status and SOCW 610.

642 Foundations of School Social Work (3) This advanced practice specialization course exposes the students to the field of school social work. The focus will be on the role of the social worker in the school. This includes provision of evidence-based direct service, consultation, advocacy, program development and evaluation, evaluation of one's own practice and service delivery, and liaison with families and community systems. Emphasis is placed on cultural competency and inter-professional/inter-disciplinary collaboration in the provision of school social work services. Prereq: admission to the MSW program and completion of the 500-level core classes or advanced standing status. F, Su

645 Foundations of Occupational Social Work (3) This course is designed to expose the student to the emerging field of Occupational Social Work and the role of the social worker in the field. Various roles of graduate level social workers in the field will be examined including counselor, trainer/educator, mediator, program developer, and organizer. Models of occupational social work knowledge and skills needed for practice will also be examined. Prereq: admission to the MSW program.

652 Family and Marital Therapy (3) This course provides theoretical models for understanding how families and couples function. It also examines approaches for assessing and treating families and couples. Expertise in working with various family and marital problems and configurations will be developed. Issues in working with diverse family systems in relation to therapeutic strategies and the social worker are explored. Prereq: admission to the MSW program and second-year or advanced-standing status. F, Su

656 Behavioral Interventions in Social Work Practice (3) Focuses on the clinical applications of behavioral therapy to include social learning and cognitive therapies. Students will be exposed to the use of behavioral approaches relevant to the practice of social work. Prereq: admission to the MSW program and second-year or advanced-standing status.

658 Cognitive Approaches to Intervention in Social Work Practice (3) This course provides an overview of the theoretical frameworks underlying cognitive approaches to clinical intervention. Content will be presented to enhance the intervention repertoire of the clinical social work practitioner with change concepts and techniques from cognitive approaches. Prereq: admission to the MSW program and second-year or advanced-standing status.

660 Advanced Group Therapy in Social Work (3) This group course will focus on the development of therapeutic groups in social work practice. In particular it is about working with people in small groups in a way that is therapeutic, growth producing, and life enhancing. It teaches social work practitioners how to do clinical social work with groups, how to integrate small-groups theory and how to apply therapeutic group principles. The brief focal group therapy model is introduced and applied to various client populations such as those dealing with spouse abuse, incest, depression, post-traumatic stress disorder, and addictions. Prereq: admission to the MSW program and second-year or advanced-standing status. F, Su

664 Crisis Intervention (3) Focuses on the identifying crisis as a process and the subsequent interventions used by social work practitioners to influence various crises. Students are expected to acquire competence in responding to crisis situations on primary, secondary and tertiary levels. Prereq: admission to the MSW program and second-year or advanced-standing status.

666 Test and Measurement Issues in Clinical Social Work Practice (3) The course exposes students in social work to a variety of assessment tools used by social workers to evaluate practice intervention and to assess clients. Students will become familiar with the psychometric issues appropriate to evaluating assessment instruments, the implementation of assessment instruments with clients, and the interpretation of the results. Prereq: admission to the MSW program and second-year or advanced-standing status, SOCW 507 and SOCW 605.

668 Human Sexuality: Sexology, Clinical Issues, and Interventions (3) Explores current research based knowledge in regard to human sexuality, including the sexology of erotic orientation, the cultural contexts of human sexual behavior and meaning of sexuality in context of the whole person. Interviewing skills and treatment approaches specialized to sexual issues, dysfunctions, including sexual anomalies, will be presented. Prereq: admission to the MSW program and second-year or advanced-standing status.

670 Advanced Seminar in Community Planning and Organization (3) Comparative analysis of major theoretical models dealing with understanding and promoting change in organizing communities and society. The course will examine the history and development of community organizing, critically evaluate research findings about community planning and organization, and promote the development of new models to advance social and economic justice. Prereq: admission to the MSW program.

671 Social Work Management in the Clinical Setting (3) This course examines theories and methods of social work administration in a clinical setting. It is organized around traditional management functions (planning, resource acquisition, budgeting, organizing, staffing,

leading, and evaluating), and highlights performance in the areas of client outcomes, productivity and efficiency, resource acquisition and management, staff well-being, and strategic planning as ongoing process within the clinical setting. Particular attention will be given to the mental health and related policies that affect the social work administrator who functions within a clinical setting. This course is a requirement for students in the clinical concentration. Prereq: admission to the MSW program and second-year or advanced-standing status. F, Su

682 School Social Work Policies, Regulations, and Legal Issues (3) The course examines the interrelationship of educational policies and practices relevant to school social workers, providing advanced knowledge about major federal and state educational policy initiatives within the last decade and their impact on school social workers and local school districts. Collaborative relationships with school administrators, teachers, paraprofessionals, parents, and the general public are analyzed. Special attention is given to legal, ethical, and cultural issues of diversity, disability and special education, and the implications for school policies and practices. The course includes a range of social work strategies that can be applied across the curriculum and grade levels to accommodate diversity in classroom learning and behavior.

690 Global Social Work Practice (1) This elective course is designed for graduate social work students seeking to increase their global awareness by engaging in social service work outside of the United States. Included in the course is a visit to another country where students will apply social work skills and values through service learning activities. The course emphasizes development of knowledge and skills within a cultural and ethnic-sensitive approach to their practice. Prereq: admission to the MSW program and permission of instructor are required. SP

692 Advanced Graduate Social Work Project (3) In this course, the students are expected to independently implement an integrative research project and summarize findings. This project will build upon knowledge developed in prior course work. It requires students to demonstrate an understanding of social work practice, use their knowledge of social research methodology and to utilize critical thinking appropriate to a graduate level professional social worker. Prereq: admission to the MSW program and completion of the foundation curriculum or advanced-standing status. Su

699 Independent Study (1-3) Independent study of a topic relevant to the professional discipline of social work that is not otherwise covered in the curriculum. Prereq: consent of the MSW program director.

Teacher Education

511 Foundations and Legal Issues Related to Exceptional Needs (3) Examines the fundamentals for provision of special education service delivery including legal and societal aspects. Develops skills and dispositions for experiences based on disability characteristics and extent of handicap. No prereq.

512 Evaluation and Exceptionality: Assessment, Interpretation, and Instructional Design (3) Explores the purpose(s) of assessment, selection of criteria, administration techniques, needs for accuracy in scoring, determination of validity of interpretation and application of data for instructional design and implementation. The development of assessment skills, awareness of legal and ethical issues, and collaboration will be emphasized. Concurrent registration in EDUC 513 and EDUC 521 required.

513 Learning Strategies for Students with Exceptional Needs (3) Examines teaching methods appropriate for students with exceptional

needs. Emphasis is placed on all phases of the instructional process based on assessment of student needs, developmental plans, appropriate implementation and evaluation of effective instruction. Concurrent registration in EDUC 512 and EDUC 521 required.

514 Inclusive Philosophy and Educational Practices (3) Emphasizes individualized educational experiences for all students through adaptations/accommodations in general, modified or alternative curriculum appropriate to a student's unique needs both academically and socially. Concurrent registration in EDUC 515 and EDUC 522 required.

515 Management and Exceptionality: Environmental, Social, and Behavioral (3) This course examines strategies for teaching appropriate social skills and behavioral intervention strategies including conflict resolution and crisis intervention. It includes a study of learning theory, experiential learning, role-playing, and relationships to behavioral intervention and assessment plans. The class also requires 15 hours of classroom observation.

517 Transition and Exceptionality (3) Examines student transition between school settings and community environments. Develops skills in working with students and their parents to encourage advocacy and self-determination.

521 Exceptional Needs: Practicum I (3) Introduces observation, instruction and evaluation skills in effective assessment and implementation of effective individualized education plans/programs for academic success. Concurrent registration with EDUC 512 and EDUC 513 required.

522 Exceptional Needs: Practicum II (3) Introduces observation, instruction, and evaluation skills in effective assessment and implementation of effective individualized education plans/programs for success in academic and nonacademic environments. Concurrent registration with EDUC 514 and EDUC 515 required.

523 Collaborative Partnerships (3) This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem solving. Field experiences required.

524 Supervised Teaching: Exceptional Needs: Elementary-Primary (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Elementary-Primary level. Concurrent registration in EDUC 516 and EDUC 528 required.

525 Supervised Teaching: Exceptional Needs: Elementary-Intermediate (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Elementary-Intermediate level. Concurrent registration in EDUC 516 and EDUC 528 required.

526 Supervised Teaching: Exceptional Needs: Middle School/Jr. High (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Middle School/Junior High level. Concurrent registration in EDUC 516 and EDUC 528 required.

527 Supervised Teaching Exceptional Needs: Secondary School (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Secondary level. F, Sp

538 Synthesis Seminar in Special Education (3) Capstone Seminar in Special Education. A preprofessional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge from the University Core Curriculum, subject area coursework, and professional education core. This course also examines case studies which present issues faced by teaching professionals in school settings.

540 Current Trends in Reading (3) The teaching of reading undergoes a variety of changes based on the social and political climate. This course offers the opportunity for students to explore trends and issues that are currently impacting the teaching of reading. Topics that may be explored: New instructional programs, state mandates in reading instruction, changing state and national standards, phonics instruction.

541 Young Adult Literature (3) Course provides an overview of literature for adolescents and young adults. Participants will critique these materials and design plans for incorporating all genres of young adult literature in middle school and high school classrooms.

542 Advanced Children's Literature (3) Course provides an opportunity for classroom teachers and media specialists to explore recently published books and non-print materials for children in Pre-K through grade 6. Participants will critique these materials and design plans for incorporating all genres of children's literature in their classrooms.

555 Diagnostic Teaching of Reading (3) Emphasizes diagnostic teaching in which teachers assess reading during instruction. A model of diagnostic decision-making is presented that encourages the teacher of reading to view assessments and instruction as interacting and continuous processes. A variety of formal and informal assessment measures are studied for their assessment and instructional value.

565 Instructional Technology Integration (3) Focuses on the integration of technology into the school curriculum and explores the use of technology to enhance the teaching and learning process. Students will examine issues related to the evaluation, selection, and implementation of technology resources including software, hardware, and peripherals, the emerging technologies and trends in technology education, and various pedagogical approaches. Emphasis is placed on the design and implementation of technology-based instruction for K-12 classrooms. No prereq. F, Sp, Su. (Advanced Instruction course)

566 Authoring Educational Multimedia Resources (3) Focuses on the systematic design and development of educational software and multimedia resources. Students plan instructional sequences, and then apply computer programming and courseware design skills to the development of informational, instructional, and constructional resources. Internet, laser discs, CD-ROM, CD-audio, digitized audio, digitized still and motion video, and scanned images are incorporated into multimedia projects. Interdisciplinary, multimedia thematic units also are developed. Prereq: EDUC 214, EDUC 565, or equivalent.

567 The Internet in Education (3) Focuses on the process of connecting learners with remote resources as primary or secondary means of learning. Examines the systematic design and development of distance learning environments (e.g., video, computer, and Internet-based delivery systems) with special consideration to learner needs and varied communication channels. Students plan and design instructional sequences, then apply distance learning techniques that address issues such as the need for real-time vs. delayed interaction. The evolving roles of technology, faculty, and learners are discussed. The course will be taught using the technologies demonstrated in class. Prereq: EDUC 214, EDUC 565, or equivalent.

568 Advanced Instructional Technology (3) Focuses on technical and management skills needed to coordinate the technology program in a school. Technical topics include advanced instructional development; general technical troubleshooting and maintenance; and assistive technology. Management topics include technology planning, implementation, and evaluation; staff development; facilities design; budgeting and grant writing. Prereq: EDUC 214, 465, or equivalent. (Advanced Instruction course)

569 Special Topics in Computer Education (1-3) This course is devoted at each offering to the study of a contemporary topic of innovative development in computer education. Semester hour(s) credit available for each offering and education faculty determines course requirements. Course repeatable for maximum five hours credit. Prereq: consent of instructor.

580 Diversity in Children's Literature (3) This course examines the representation of diverse populations in literature for children and adolescents. In the course, graduate students have an opportunity to read a variety of multicultural books written for students in grades K-8, research authors who write and illustrate multicultural books, examine the multiple perspectives represented in books advertised as multicultural and discuss using the books in their classrooms.

588 Junior High/Middle School Curriculum (3) A study of the development and organization of instructional programs to meet the needs of early adolescents. Considers theories and processes for developing and evaluating curriculum for middle level students. No Prereq.

590 Special Topics in Education (1-3) Study of a contemporary topic or innovative development in education.

601 Research in Education (3) Introduces the field of educational research. The course emphasizes the understanding of quantitative and qualitative research, teacher action-research, and the evaluation of research reports.

603 Historical and Philosophical Influences in Education (3) Examines the nature and functions of formal education through a historical survey of educational development and a study of major philosophers whose thinking has influenced educational practice.

604 School and Society (3) Examines the interactions between cultures, their social norms and values, and their goals for education. Studies the roles of schools as preservers of cultures, preparers for participation in societies, and contributors to social progress. Analyzes the complex social, political, and economic characteristics that influence modern schools and the educational implications of these factors.

605 Moral Dimensions of Schooling (3) Examines ethical theories and how they contribute to understanding the moral influence of schools and teachers. The course emphasizes the unintentional moral education that is embedded in what teachers say and do even when they are not intending to act as moral agents. No prereq.

607 Issues in Reading, Diversity, and Exceptional Needs (3) Examines approaches for improving adolescent/young adult literacy in various content areas. Emphasis on strategies for teaching students with a wide range of abilities in culturally diverse settings.

608 Thinking in the Classroom (3) Examines perspectives on the nature and processes of thinking and on applications of these perspectives to curriculum development. The course emphasizes the use of educational philosophy in the analysis of critical and creative thinking, and it focuses on the ways in which the fundamental nature of

teaching and learning results in educational practices that encourage non-thinking.

609 Service Learning and Experiential Education (3) This course examines the roles of community and university partners as they engage in civic engagement and civic responsibility through service learning. The course focuses on the ethical role of the citizenry as it invests in community organization and change.

611 Secondary School Curriculum (3) Examines the philosophical and societal bases for the development of curriculum theories and practices in education. This course also analyzes curriculum issues relevant to teaching in contemporary secondary schools.

614 Elementary School Curriculum (3) Analysis of curriculum development in elementary schools, with emphasis on sources of curriculum, models of curriculum development, and processes of curriculum change. Examination of trends and issues, including equal access and multicultural education. No prereq.

615 Integrated Curriculum I (3) One of the analysis courses in the Elementary Transition to Teaching program, this course examines the theoretical views of cognitive development with a focus on how children acquire, organize, and apply knowledge. Integrated methods and developmentally appropriate activities for working with diverse and exceptional populations are emphasized. Also examines strategies to develop working partnerships with parents. Guided field experience required.

616 Integrated Curriculum II (3) One of the analysis courses in the Elementary Transition to Teaching program, this course examines the theoretical views of multiculturalism in education. Integrated methods and developmentally appropriate activities in math and sciences are emphasized. Guided field experience required.

621 Measurement and Evaluation in Education (3) Examines knowledge and skills in the construction, use and evaluation of measurement instruments, and evaluation procedures in educational settings. No prereq.

622 Assessment in Education (3) Examines the impact of testing and assessment. Reviews accountability movements, standardized testing, and high stakes assessment systems as they affect the roles and power of teachers and administrators. Students will learn to construct normative and criterion referenced assessments, and learn their utility in aligning curriculum and activities with K-12 content standards. Field experience may be required.

623 Child Development and Elementary Education (3) The initial course in the Elementary Transition to Teaching program, this course introduces candidates to current theories of child development in the areas of physical/motor, psychosocial (cultural influences), and cognitive/language/literacy development of children ages birth to 12 years. Focuses on the integration of research findings and theories of growth and development and educational psychology in early childhood and elementary practice. Guided field experience may be required.

624 Seminar in Adolescent Development (3) Examines human development during the age range from 13 to 19 years. Guided field experience may be required.

631 Analysis of Instruction (3) Analyzes recent research literature regarding the improvement of instruction. Students examine research articles regarding teacher reflection, teacher effectiveness, cooperative learning, designing instruction to meet the needs of different learning styles, instruction to promote student constructions of meaning, and

instructional processes leading to portfolio assessment. Students write a review of literature in a chosen area. Prereq: EDUC 601.

641 Literacy Programs in the Classroom (3) A study of ways teachers can sustain a balanced literacy program in their classrooms for all students. Topics for course will be flexible depending on teachers' needs and interests; however, in general, the topics covered will include current innovations in the fields of reading (i.e., 4-block instruction, incorporating standards, comprehension strategies, using literature circles), writing (i.e., writing process, writing assessment through writing traits and rubrics, choosing writing prompts), listening, and speaking. Emphasizes instructional practices and activities for use in the classroom.

642 Interdisciplinary Processes in Mathematics and Science (3) A study of curricular themes and instructional methods in mathematics and science for elementary teachers. Strategies for integration and accompanying materials will be examined. Interdisciplinary activities will be developed. No prereq.

643 Interdisciplinary Processes in Social Studies and Global Awareness (3) An investigation of the theoretical foundations for incorporating social studies, global awareness, and multicultural education into the integrated curriculum. Consideration for diverse learning needs and styles of children will be addressed within a multicultural framework. Analyzes implications of both the global perspective and pluralistic nature of American society. No prereq.

651 Supervised Teaching in the Elementary School (3) Engages in the professional role of elementary educator, with qualified supervision, in an appropriate program placement. Enrollment only by permission of director of Field Experiences in Education.

652 Supervised Teaching in the Secondary School (3) Engages in the professional role of secondary educator, with qualified supervision, in an appropriate program placement. Enrollment only by permission of director of Field Experiences in Education.

671 Integrating Seminar in Secondary Education (3) A culminating, research-oriented seminar which integrates professional knowledge, professional skills and subject area knowledge. Students conduct a school-based research project, based on professional literature, and write a research report. Includes a supervised field experience. Prereq: completion of 24 hours in the MS secondary education program, including EDUC 631. F, Sp

674 Integrating Research Seminar in Elementary Education (3) A culminating, research-oriented seminar that integrates professional knowledge and professional skills. Students conduct a school-based research project, based on professional literature, and write a research report. Includes a supervised field experience. Prereq: completion of 24 hours in the MS elementary education program, including EDUC 631. F, Sp

678 School Community Relations (3) The course will offer both theoretical and applied models and methods for connecting schools with a larger community. A prerequisite to creating those connections is to build community within the school itself. Thus the pedagogy of the course will model opportunities for small and large group conversations and responsibilities to foster a class community. The course offers exposure to the field of school and community relations as part of the preparatory program for educational administration. It will emphasize public relations methods (technically), issues of concern (ethically) to communities, and the value for diversity in a community. Special topics that apply across levels will be identified including discipline issues; school culture; safety and security; extracurricular activities; and devel-

oping relationships with all employee groups, parents, students, businesses, and the community.

681 Foundations of Principalship (3) Explores Indiana Professional Standards Board standards for building level administrators. Examines issues of day-to-day planning. Analyzes the formation, development, nurturance, and celebration of school and community partnerships. Reviews strategies and outcomes of school marketing.

682 Issues in Educational Leadership (3) The course integrates a study of current topics with legal, philosophical, and ethical considerations in a pluralistic society.

683 Leadership in the Principalship (3) The course focuses on theory and practice in school improvement, school culture, conflict management, and stakeholder communication. Examines employee relations and hiring. Reviews effective use of technology. Applies basic principles in data collection and analysis.

684 Legal Aspects of School Administration (3) Examines court decisions and case law affecting building-level administrators in the areas of students' rights, disability rights, personnel, due process, privacy, and legal and contractual obligations. Relates government regulation and policy formation. Reviews ethical concerns in relation to the spirit of the law.

685 Curriculum and Learning for Educational Leaders (3) Identifies common themes in curricular development that apply across all levels. Examines curriculum and learning in relation to student achievement, school improvement, and educational leadership.

686 Management of Human Resources in the Principalship (3) The course is designed to present leadership and administrative knowledge, skills, and strategies in relation to improving the operation of schools in a pluralistic society. A major focus of the course is to investigate aspects of leadership as applied to the management of human resources in the school setting.

687 School Fiscal and Facility Management (3) Examines budgeting, accountancy, fundraising, grant writing, business partnerships, safety and security, health, physical plant, transportation, and community use of facilities.

688 Internship for School Leaders (3) Provides practical experience in the day-to-day activities of the building-level administrator. Intended as a synthesizing capstone for all prior educational leadership course work and field experiences.

689 Special Topics in Educational Leadership (3) Examines topics germane to educational leadership but not included in the regular graduate course offerings. Topics will vary with offering and course may be repeated up to six hour maximum.

690 Special Topics in Education (1-3) Study of a contemporary topic or innovative development in education. No prereq.

699 Supervised Research (1-3) Advanced research in a specific area of education. Topics arranged to meet the needs and interests of the student, subject to availability of graduate faculty to supervise the research. Repeatable for maximum of six credit hours. No prereq.

COLLEGE OF LIBERAL ARTS

Art

595 Seminar in Art Education (3) A workshop/review of teaching portfolio, and discussion of trends that are related to teaching art education in the public school. Format will include topical assigned reading, oral and written presentations, and discussion. No prereq.

Art History

590 Special Problems in Art History (3) An intensive study of some selected problems, areas, and movements in the field of the visual arts. Specific topics will vary from semester to semester and will be announced in the schedule of course offerings. Repeatable with change in course content. Prereq: 12 credit hours of undergraduate work in art history or consent of instructor. F, Sp, Su

Communication

502 Gender, Communication, and Culture (3) The course provides cognitive and experiential approaches to gender and communication. Students will read and discuss a number of theoretical principles, then explore how those principles “transfer” to real-world contexts. This class examines gender identity and the relationship gender has to our institutions—media, business and industry, government agencies, and healthcare and educational organizations.

581 Public Affairs Reporting (currently offered as JRN 581) (3) The course will focus on advanced-level reporting of local and state government, judicial, and legislative processes. Students will be expected to apply ethical journalistic principles in covering a wide range of governmental affairs.

601 Foundations of Communication Theory (3) The course examines the philosophical bases and nature of theory construction in human and mediated communication through an intensive study of theoretical paradigms and models. The course examines contemporary theories and explores the bases of those theories.

602 Qualitative Research Methods in Communication (3) The course is designed to provide a reasonably comprehensive overview of qualitative inquiry within the communication discipline. We will examine some of the theoretical underpinnings of doing research; but more importantly, students will become equipped with pragmatic tools essential to conducting human communication research.

603 Quantitative Research Methods in Communication (3) Students will be introduced to basic issues of research design, methodology, and statistical analyses. This course will emphasize the scientific approach to understanding how research methods apply to areas of communication research. The course is designed to develop the tools a student will utilize in one's career as a communication practitioner or a researcher. Students will find that many of these tools will apply to their daily lives.

611 Communication and Personal Relationships (3) The course is an introduction to the contemporary research, topics, theories, and methodologies of communication and personal relationships. In the course, students will explore interpersonal communication in a variety of contexts including, but not limited to: (a) marital communication and relational satisfaction; (b) dialogic communication in romantic relationships; (c) family communication systems; (d) friend and social network systems; (e) disclosure of private information; (f) relational dialectics; and (g) problematic/abusive behavior within interpersonal

communication. The course will focus on current research trends in the area, paradigmatic shifts in the field of personal relationships over the past decade, and how interpersonal communication scholarship lends itself to improving social interactions and communication competence in a number of venues.

612 Health Communication (3) An introduction to the many ways that we, as human beings, communicate about our health. This seminar has been designed to integrate numerous theoretical and methodological perspectives on health communication in order to give students a broader scope of how health messages and health communication processes are enacted, mediated, conceptualized, and studied. Students will read and analyze how health messages are communicated interpersonally, organizationally, rhetorically, and through the mass media. Through studying these diverse health communication processes, students should become more aware of how these processes influence and impact each other (e.g., television messages about smoking impact how people discuss tobacco use interpersonally).

613 Political Communication (3) Political communication incorporates the creation, distribution, control, use, and effects of information as a political resource. Students will explore such topics as the role of journalists and news organizations in the political system, the development and effectiveness of communication strategies in political campaigns, communication patterns and issues in international relations, and the function of communication in the politics of modern societies. Special attention will be given to the relationship between political communication and civic discourse.

614 Interpersonal Communication within Organizations (3) This course provides a review of the research and applied approaches to organizational communication. This course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations. No prereq.

615 Communication and Culture (3) This course explores the intersection between rhetoric and public culture. Traditionally, rhetoric scholarship has focused on the conception, composition, presentation, and reception of messages that tend to be persuasive in nature. Scholarship in cultural studies, on the other hand, has tended to analyze the production of meanings and how they relate to social practices. Drawing from the two fields, we will explore how different cultural texts and their meanings are produced, interpreted, and circulate. Specifically, we will investigate such issues as: ideology, hegemony, polysemy, discourse, text/context, rhetor/audience, publics, place/space, collective memory, narrative, and power. In addition, we will learn about the different research practices of rhetorical criticism and cultural ideas.

616 Performance in Social Contexts (3) This course examines the intersections between community and performance. After examining scholarly perspectives of performance and of community, we will explore the ways performance appears in our daily lives and in our community. When possible we will go into our community to observe and participate in these performances. By understanding the social and cultural contexts of performances, we become more attuned to our daily experiences and to the world that provides the social and cultural context for those experiences.

620 Special Topics in Organizational Communication (3) This seminar will center on practical concepts related to communication in organizations. Course topics include Training and Development, Assimilation, Instructional Communication, Innovation, or other top-

ics related specifically to communication organizations. Repeatable with topic changes.

621 Advanced Public Relations (3) A capstone seminar involving case studies and problems regarding the principles and application of effective two-way communications in a variety of situations affecting the practice of public relations. This course will focus on how contemporary organizations use public relations in everyday functioning and how public relations firms or departments deal with potential or actual crises within organizations.

622 Emerging Issues in Computer-mediated Communication (3) A case-based approach in which students learn to solve problems of media-related organizations as they adapt to changes in technologies and production. Topics in this course will deal with social-networking technologies, technological power structures inherent in organizations, blogging, electronic reporting, and technology as a mechanism for international organizational functioning.

630 Advanced Mass Communication Seminar (3) An advanced course dealing with a specialized topic within Mass Communication. Topics will vary on the basis of the instructor's area of expertise and student demand.

690 Graduate Capstone Project in Communication (3) The capstone project will require students to collect data on an applied organizational and/or community-based issue. Students will collect and analyze their data in the same manner as they would if they were conducting thesis research; but, instead of composing an academically-oriented manuscript, the student will compose a document laying out the issue at hand, the evidence, the analysis of data, and the proposed data-based solution or outcome.

699 Masters Thesis (6) Students who select the thesis option will conduct academically-oriented research in a chosen area of communication. The thesis option will enable students to grasp important theoretical, methodological, and content principles and concepts and to author a manuscript of convention and/or journal publication quality.

English

515 History of Rhetoric(3) An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of man and on historical events which influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own writing and their evaluation of the writing of others. No prereq.

516 Contemporary Issues in Rhetoric (3) An intensive exploration of the 20th century's re-valuing of rhetoric as an interdisciplinary theory of language and meaning. No prereq.

517 History of the English Language (3) A chronological study of the recorded history of the English language from the ninth century to the present. Detailed study of major changes in phonology, lexicon (morphology and semantics), and syntax. Attention to the notion and practice of standard English and to the development and current state of dialects in the U.S.A. Format will include lecture and discussion. No prereq.

524 Chaucer (3) A study of the major works of Geoffrey Chaucer, particularly *The Canterbury Tales* and *Troilus and Criseyde*, with attention to the language and times of Chaucer. Format will include lecture and discussion. No prereq.

532 Twentieth Century Poetry (3) A study of representative twentieth-century poets.

535 The Novel to the Twentieth Century (3) A study of prose fiction to 1900 including the origins of the novel in the seventeenth century, the Enlightenment and Romantic Era, and the great Victorian, American, European, and Russian writers of the nineteenth century in English or in English translation.

536 The Novel of the Twentieth Century (3) A study of prose fiction after 1900, including the great Modernist writers of England and Europe along with great post-Modernist practitioners from throughout the world including Latin America, the Middle East, and Australia in English or in English translation.

537 Contemporary Fiction (3) A study of prose fiction of the recent past by practitioners from throughout the world either in English or in English translation.

542 Literature of the Middle Ages (3) This course covers a broad range of medieval literary forms including lyrics, romance, ballads, drama, letters, treatises, and devotional literatures of the Middle Ages.

544 Literature in the Secondary Schools (3) A course designed for graduate students who are seeking additional study on the issues related to the teaching of literature in grades 5–12, including censorship, literary literature, multicultural literature, the ethics of reading, and the connections between reading and the other language arts: writing, speaking, and listening.

548 Literary Criticism and Theory (3) A study of literary criticism and theory, both classic texts and contemporary trends. Readings from Plato to poststructuralism. Examination of traditional approaches such as psychological, Marxist, formal, as well as such diverse contemporary approaches as feminist criticism, structuralism, and reader-response criticism. No prereq.

549 Major Author (3) An intensive study of the works of a major author in fiction, poetry, drama, or non-fiction. Course may be repeated for credit as long as the student has not previously studied the author in ENG 549. No prereq.

551 Shakespeare: Histories/Tragedies (3) An intensive study of selected histories and tragedies by William Shakespeare.

553 Shakespeare: Comedies/Romances (3) An intensive study of selected comedies and romances by William Shakespeare.

590 Writing Center Practice and Administration (3) A course that focuses on connections between writing center theory and writing center practice, especially regarding how writing centers approach clients' multiple literacies, establish boundaries for client/consultant collaboration, and define writing as a process. Students will consider theories of how writing centers can be organized and administered, including approaches to tutor training and the use of online writing labs. In addition to a total of three-hour weekly meetings, students work two hours per week in the Writer's Room.

599 Seminar in Literature and Language (3) An advanced topics course, with subject matter varying from semester to semester. Not to be taken more than once by master's degree candidates without prior permission of the English Department. No prereq.

601 Introduction to the Professional Study of English (3) An introduction to English as a professional discipline beginning with a history of English studies within American institutions of learning. Provides a context for future activities in teaching and scholarship by providing direct experience not only with the range of activities professionals engage in, but also with the bibliographic methodologies they pursue. No prereq.

602 Writing Portfolios (3) A composition course designed for area teachers emphasizing issues related to the teaching of writing in the secondary schools. No prereq.

613 Theory in Rhetoric and Writing (3) A study of the relationship between theory and practice in the field of composition pedagogy. This course introduces seminal movements in the field of rhetoric and composition, from pre-process to post-process; considers new directions in composition such as digital literacy; and explores ethical issues in literacy education, such as second-language writing instruction and intercultural rhetoric. This course will provide an opportunity for students to reflectively develop their own composition pedagogy while engaging in theory building.

614 River Bend Writing Project Invitational Summer Institute (3) A five-week invitational summer institute for teachers K-16 administered by the River Bend National Writing Project site at USI. Utilizes the National Writing Project model of teaching demonstrations, readings in and discussions of contemporary composition theory and pedagogy, and guided inquiry projects for writing and research. Prereq: Consent of instructor.

French

500 Special Topics in French (3) Topics in the fields of advanced language study, teacher preparation, culture, and literature. This course may be taken as often as topics vary. Prereq: consent of instructor.

History

500 Special Studies in History (1-3) Historical studies offered in conjunction with special activities and events such as seminars, conferences, fieldwork, and research. No prereq.

519 Communal Societies in America (3) A study of the principles, practices, historical development, and contributions of communal societies in America from 1663 to the present. Emphasis on Shakers, Harmony Society, Mormons, Owenites, Brook Farm, Oneida, Hutterites, Theosophists, and recent communitarians. No prereq.

539 History of Indiana (3) A survey of the history of Indiana from early to modern times. No prereq.

598 Graduate Seminar in U.S. History (3) A graduate research course in selected fields of American History.

599 Graduate Seminar in European History (3) A graduate research course in selected fields of European History.

604 The American West (3) Participants in this course will study how Americans view and interpret their nation's history with particular attention to the American West. Topics will include the frontier experience, regionalism, and cultural diversity. Writings, films, photographs, music, and art will be basic course materials. Interpretations of major historians will be considered. A humanities core course in the MALS program. No prereq. Cross-listed as LBST 604.

Journalism

581 Public Affairs Reporting (3) A course that polishes the communications skills of journalism teachers and student publication advisors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, local and state legislative processes, and regional agencies. Assignments include an in-depth research paper on an issue or topic of current interest. Prereq: consent of instructor.

Liberal Studies

550 Special Studies in Liberal Arts (1-3) Liberal studies in conjunction with special activities and events such as seminars, conferences, fieldwork, lecture series, research, and travel. Repeatable, but only a total of three hours may apply to the 33 hours required in the MALS degree. Credit varies, and the instructor together with the director of the MALS program will determine the amount of credit. Prereq: consent of the instructor.

590 Interdisciplinary Topics in Liberal Studies (3) A seminar in which students will draw upon their educational experiences to develop interdisciplinary responses to a problem or issue in contemporary life. Course parallels LIBA 497 in the undergraduate curriculum and will be offered in concert with sections of that class but with additional requirements suitable for the awarding of graduate credit. Repeatable with topic change. No prereq.

601 Language (3) A study of the complex abstract system that links meanings with sounds and symbols. Beginning with the question "What is language?" this course explores all aspects of language study, including how children learn language; how languages change; how regional dialects vary. It provides an interdisciplinary survey of basic concepts and applications to understand the subconscious knowledge speakers have. The course will provide an opportunity for students to upgrade their interdisciplinary academic writing skills if necessary. A humanities core course in the MALS program.

602 Nature and Nurture (3) An introduction to the neurogenetic revolution currently gaining momentum in the biological and social sciences. The course examines research and theory from the fields of evolutionary psychology, behavioral genetics, and behavioral endocrinology as challenges to the anti-biological perspectives on human social behavior found in traditional social science. Such issues lend themselves well to the most important purpose of the course: developing the skills, worldview, and values of a critical thinker. A social sciences core course in the MALS program. No prereq.

603 American Values: Contemporary Debate (3) An examination of current controversies involving the evolution and effects of values in American culture, including equality, materialism, personal responsibility, and rights. Explores the relationships between cultural and economic forces with respect to such social problems as poverty, crime, racial friction, and family disorganization. A social sciences core course in the MALS program. No prereq. Cross-listed as SOC 603.

606 After Darwin (3) A study of the consequences of Charles Darwin's theories as they pertain to the humanities including history, literature, philosophy, religion, and civics. Includes a discussion of the methodologies of humanities research. A humanities core course in the MALS program. No prereq.

607 Metals Through the Ages (3) The development of metallurgy and the use of metals against the backdrop of history. Properties of metals and the challenges facing people as metals came into use over time. Mining, mining activities, and trade of metals. No prereq.

609 Readings in Contemporary Science and Mathematics (3) This course is designed to introduce graduate students who are not necessarily scientists to the literature of modern science and mathematics. Students will select, read, report on, and discuss books from reading lists provided by the instructor in five different areas of science and mathematics. This course can be taken as the science core requirement or as an elective for the Master of Arts in Liberal Studies program or an elective in the Master of Science in Education program. No prereq.

610 Capstone Course, Graduating Seminar in Liberal Studies (3) The objective of this course is to give students in the MALS program an opportunity to create a meaningful synthesis of their core courses and electives. The organizing topics for this course can be varied. This course along with one other 600-level elective or other organizing topics of 610 constitutes one of the options for the final six hours of the MALS called the Capstone Experience. Repeatable with topic change.

611 Capstone Elective (3) The word “rhetoric” can be traced back to the simple assertion “I say” (Eiro in Greek). Almost anything related to the act of saying something to someone-in speech or in writing-can conceivably fall within the domain of rhetoric. This course will explore the various philosophical and psychological theories of man that impinged on various rhetorical theories and practices from classical times to the present. We will see how political, technological, economic, and scientific events affected rhetorical theory and practice and how in turn rhetoric affected them. We will explore the ethical dimensions of rhetoric. We will attempt to salvage the best of past and present theory and practice and attempt to integrate them into comprehensive and useful perspective on rhetoric-and eventually into our own practices in speaking and writing.

620 Modernity and Postmodernity (3) An examination of the historical eras labeled in Western society as “modernity” and “postmodernity,” and an attempt to define such eras through the disciplines of sociology, philosophy, and history. Also includes analyses of modern and postmodern culture in the realms of literature, poetry, art, music, and architecture.

680 Topics in Liberal Studies (3) Examination of topics germane to the liberal arts but not included in the regular graduate course offerings. Specific topics will vary from semester to semester and will be announced in the schedule of course offerings. Repeatable with topic change. No prereq.

690 Independent Work in Liberal Studies (1-3) Directed study or research in a specific area of liberal studies. Topic of investigation is selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Not to be taken more than twice by master's degree candidates without prior permission of graduate advisor. No prereq.

697 Capstone Project in Liberal Studies I (3) The first of two courses involving intensive study of a topic within liberal studies, selected with the student's faculty advisor and approved by the members of the MALS faculty advisory committee. Combined with the LBST 698, the study should yield a written work of sufficient length and quality to warrant a total of six hours of graduate credit, although projects such as artistic creations, computer programs, theatrical productions, and community service programs also may be acceptable. Final grade recorded as satisfactory or unsatisfactory only. Prereq: acceptance to MALS program; permission of student's graduate advisor.

Public Administration

502 Gender, Communication, and Culture (3) This course combines cognitive and experiential approaches to gender and culture as they relate to interpersonal communication, group and organizational communication public communication, and mass media. Students will analyze gender conflict and identity, as well as develop a critical perspective of gender presentations in culture. No prereq.

601 Organizational Behavior (3) A study of individual, groups, and organizational factors influencing the operation of government agencies and nonprofit organizations. No prereq.

603 Technology Issues in Public Administration (3) Addresses policy, security, organizational, and decision-making issues created by the increasingly sophisticated information and communication technologies used by public and nonprofit managers. The goal of this course is to improve the manager's ability to use information technology resources to improve organizational productivity. A basic overview of computer tools will be provided along with an overview of emerging technologies. No prereq.

606 Public Personnel Administration (3) The purpose of this course is to examine public personnel issues. Specifically, issues related to personnel/human resource management, employee motivation, evaluation, promotion/demotion, training, benefits, wages and salaries, as well as disciplinary policies and various legal aspects relating to public sector employment. No prereq.

609 Budgeting (3) An examination of the budget process in government agencies and nonprofit organizations. No prereq.

611 Leadership Skills in Public Administration (3) An examination of leadership skills relevant to the management of government agencies and non-profit organizations. No prereq.

612 Connect with Southern Indiana (3) The purpose of the Connect with Southern Indiana (CSI) program is to nurture citizenship and critical thinking skills among its participants. Program participants attend nine half- to full-day seminars that focus on community overviews, critical thinking skills, program management, project planning, and other leadership skills associated with public sector management. Students are admitted to the CSI program through a competitive selection process. Prereq: Acceptance into the CSI program and permission of the MPA Director.

614 Interpersonal Communications within Organizations (3) This course provides a review of the research and applied approaches to organizational communications. This course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations. No prereq.

615 Legal Aspects of Public Administration (3) The purpose of this course is to examine legal issues relating to public administration. Many legal topics will be addressed in depth, such as public sector affirmative action, implementation of the Americans with Disabilities Act, whistle-blowing protections, public employee privacy and free speech in the workplace. More generally, this course will look at legal aspects and legal challenges to agency, regulations, policy implementation, and laws pertaining to the public sector. No prereq.

618 Research Methods in Public Administration (3) An examination of social science research methodologies relevant to the management of government agencies and non-profit organizations. No prereq.

631 Fundraising and Volunteer Administration (3) Analysis of fundraising strategies and the management of volunteers in government agencies and nonprofit organizations. No prereq.

632 Public Administration (3) Analysis of administrative procedures and policy issues in government agencies and non-profit organizations. No prereq.

644 Process Analysis in the Public Sector (3) An examination of strategic management in government agencies and non-profit organizations. No prereq.

653 Ethics in Public Administration (3) Examination of the ethical problems and conflicts encountered by government officials, nonprofit administrators, and other public administrators. Students in this course will contemplate a variety of topics including values and ethics, situational ethics, and individual and organizational ethics. No prereq.

695 Internship in Public Agency (3) This course provides an internship experience in the public or not-for-profit sector through a minimum of 150 hours of supervised, professional work. Prereq: successful completion of 12 hours in the MPA program or permission of instructor.

Sociology

603 American Values: Contemporary Debates (3) An examination of current controversies involving the evolution and effects of values in American culture, including equality, materialism, personal responsibility, and rights. Explores the relationships between cultural and economic forces with respect to such social problems as poverty, crime, racial friction, and family disorganization. A social science core course in the MALS program. No prereq. Cross-listed as LBST 603.

Spanish

516 Spanish-American Novel (3) Survey of the genre in Spanish America from the romantic to the psychological novel. No prereq.

518 Spanish American Poetry (3) The major figures and movements in Spanish-speaking America. The course will apply a variety of critical approaches (comparative, biographic, sociological, psychological, structuralist, etc.) to the analysis of poetic texts. No prereq.

521 20th Century Mexican Novel (3) 20th century Mexican novel from the revolution to the present. No prereq.

554 Golden Age Drama (3) Study of verse dramas that illustrate the dramatic techniques and universal themes prevalent in Spain (1600-1700). No prereq.

SPAN 556 Don Quixote (3) Detailed analysis of Cervantes' novel. Life and times of the author. Importance of the work to the development of the novel as an art form. No prereq.

576 Realism and Naturalism in the Nineteenth-Century Spanish Novel (3) Analysis of the artistic theories of Realism and Naturalism as experienced in the nineteenth-century Spanish novel and selected critical writing. Prereq: consent of instructor.

COLLEGE OF NURSING AND HEALTH PROFESSIONS

Gerontology

615 Healthcare Issues Applied to Gerontology (3) This course focuses on integration of issues, changes in health status, available resources, and related life-style adaptations necessary for successful aging and health.

Health Administration

621 The Health Services System (3) This course allows students the opportunity to analyze the current organizational arrangements and patterns for the provision and financing of healthcare services in the United States. Topics include the healthcare process and factors which affect need, access, and use of services; factors affecting the supply and distribution of health professionals and health facilities; factors related to healthcare costs; quality assessment and quality assurance; the impact of legal and regulatory actions; technology evaluation; and financing of care through private health insurance and governmental programs. Emphasis will be placed on current trends in the organization, financing and delivery of healthcare, including managed care, healthcare reform, mergers, consolidations, and integrated delivery systems. As well, the inter-related nature of all aspects of the healthcare delivery system will be illustrated throughout the course. First year. F

622 Biostatistics (3) This course provides the statistical basis for the science-based evaluation of health data and services. In order to make objective administrative decisions, proper interpretation, and analysis of information is essential. This course addresses statistical tools used in the evaluation of data and potential sources of statistical error. Specific areas covered include: data types and sources, statistical tests commonly used in the health field, sampling error, study designs and associated issues, bias within studies, and the effect and control of other factors that may affect results. Additional topics include: data based decision-making, analytic approaches, and the use of meta-analysis in health services. This course will include a critical review of health data from research or the literature and the development of a study design directed at administrative issues in health services. First year. F

623 Operations and Control Systems Research in Healthcare Organizations (3) Provides framework for decision-making for both operating and control systems in the healthcare environment. Emphasizes basic modeling techniques and examples of actual hospital applications. Students study the application of operations research techniques in healthcare. Second year. F

624 Applied Economic Analysis in Healthcare (3) Examines economic theory and the concepts of production, distribution, supply, demand and utilization of individual and public healthcare resources. Focuses on the relevance of economic analytic techniques and their application to processes of resource allocation. Emphasis is placed on the economic analysis of public policy development. First year. Sp

625 Marketing and Competitive Strategies in Healthcare (3) Concepts of marketing and competitive strategies are applied to healthcare settings. Topics include health consumer behavior, market segmentation and targeting, medical staff relations, forecasting service demand and analysis of the competitive environment using market research, new product development, product pricing and distribution, advertising and public relations, personal sales techniques, and strategy formulation. Emphasis is placed on methodologies for developing organizational strategic plans using the marketing approach. Second year. Su

626 Legal and Ethical Issues in Healthcare (3) Legal issues related to the organization and delivery of healthcare will be examined, along with the ethical and moral considerations associated with the management of healthcare facilities and the provision of health services. Topics include government regulation of healthcare facilities and occupations, civil rights regulations regarding diversity, fraud and abuse, institutional and personal liability for negligence and malpractice, patient consent requirements, termination of care, confidentiality of medical information, medical staff credentialing, peer review of care, utilization review, and managed care regulations. Treatment of ethical and moral issues will emphasize the understanding of diverse viewpoints and methods for resolving conflicting moral obligations. Concerns arising from potential conflicts between legal and moral obligations are investigated. First year. Su

628 Epidemiology (3) This course provides the foundation for the evidence-based evaluation of health data and elementary concepts of epidemiology. In order to make objective health or administrative decisions, proper interpretation and analysis of information is essential. This course addresses core concepts and terms used in the study of disease and the potential causes of the spread of illness. Specific areas covered include: prospective studies, retrospective studies, odds ratios, risk ratios, and rates. First year. Sp

633 Human Resources and Labor Relations Management in Healthcare (3) Concepts in human resources management as applied to health services organizations are presented. Topics include the relationship between human resources management and general management, the nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal, and discipline. Labor relations topics focus on the history of the labor movement; legal regulations related to labor; union structure and formation; the analysis of union contracts; the collective bargaining process; grievance and arbitration; and the problems of managing with and without a contract. Second year. Sp

634 Managerial Accounting in Healthcare (3) Principles of financial management and insurance are integrated and applied to healthcare. Methods of public and private financing for a variety of providers and services are examined. Costing concepts are applied to financial control of healthcare operations and managed care contracts. Strategic financial planning, financial statement analysis, and budgeting are covered. Students use spreadsheet software to complete assignments that model actual healthcare practice. Second year. Sp

637 Healthcare Leadership (3) This course allows students the opportunity to critically appraise the role and requirements of the effective leader in today's complicated, fragmented and dynamic healthcare system. An examination of the history of leadership in this country and around the world will assist students in identifying key components of effective leadership styles in a number of diverse settings and situations. Further study will provide for the practical application of effective leadership models to the administration and delivery of healthcare services contemporarily with a focus on the specific requirements of effective leadership that are unique to the healthcare industry. Second year. F

642 Health Informatics (3) This course introduces students to the concepts and practices of health informatics. Topics include: (1) introduction to the health informatics discipline; (2) major applications and commercial vendors; (3) decision support methods and technologies; (4) information systems design and engineering; and (5) new opportunities and emerging trends. A semester-long group project will provide students hands-on experience in planning and building healthcare information systems; associated ethical and legal concerns, software

engineering and computer interaction issues, and user acceptance and outcomes evaluation methods will be discussed. First year. Su

643 Healthcare Finance (3) Principles of corporate financial management theory are integrated and applied to healthcare. Methods of public and private financing for a variety of providers and services are examined. In addition, the course examines the time value of money, working capital management, capital budgeting techniques, cost flow analysis, and capital structures planning. Students use spreadsheet software to complete assignments that model actual healthcare practice. Second year. Su.

651 Capstone I: Planning (1) This course focuses on project development including process and outcome evaluation, budget development, and measurement tools. The initial project proposal will be completed during this course. Students will present their project plan in a public forum. This course is part of a three-semester sequence (for the capstone requirement) required of all MHA students. Second year. F.

652 Capstone II: Implementation (1) This course focuses on implementation of the MHA project. This course is part of a three-semester sequence (for the capstone requirement) required of all MHA students. Second year. Sp.

653 Capstone III: Dissemination (1) This course culminates the MHA capstone experience. Students will present their current project status, evaluation methodology, dissemination plans, and future recommendations. Dissemination of the project outcomes will be completed. This course is the final course of a three-semester sequence required of all MHA students. Second year. Su.

Health Professions

535 Eastern Medicine: Integrative Complementary Healthcare (3) This course facilitates the study of Eastern medicine and its influence on integrative/complementary healthcare therapies. Emphasis is on the historical and social influences of the evolving model of east-west healing and healthcare. Specific modalities will be studied with emphasis on research support for efficacy, self care and use in contemporary healthcare practices. Implications for changes in healthcare concepts and healthcare provider roles will be discussed.

584 Environmental Health (3) Introduces various environmental risks to health status, and the role of public health controls to safeguarding at-risk populations. These areas include: food production, water purity, wastewater and solid waste handling, anthropod and pest control, air quality, and occupational and industrial hazards to health. F

585 Epidemiology (3) Introduces the principles and methods of epidemiology used to study health-related issues in populations. Covers models of disease causation and the association of health risk factors. Includes common epidemiological measures, epidemiological study designs, disease surveillance, and outbreak investigation. Applies epidemiological principles and methods to health service organizations and clinical settings by developing critical literature reviews and study design skills. Prereq: a course in statistics. Sp

671 Curriculum Development for the Health Professions Educator (5) This course focuses on curriculum development and the role of the health professions educator. The role of faculty and healthcare facility educator specialists are studied. Curriculum development designs and models are evaluated. Current issues influencing curriculum development in higher education and health professions are emphasized. F

672 Teaching Strategies for the Health Professions Educator (5)

This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of health professions is provided. Sp

673 Evaluation Strategies for the Health Professions Educator (5)

This course focuses on the process of evaluation in the education of health professions educators. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in education are emphasized. Su

690 Special Topics in the Health Professions (1-3) Independent study of a topic relevant to the health professions that is not otherwise covered in the curriculum. Prereq: Consent of the Health Services program director.

Nursing

570 Special Topics in Nursing (1-3) This course studies special topics in nursing and healthcare.

574 Perioperative Nursing (3) This course explores the advanced role of the perioperative nurse focusing primarily on intraoperative nursing care which includes traditional, endoscopic, and laser surgical procedures in specialty areas and same-day surgery preparation and post-anesthesia care. Critical thinking and decision-making skills in perioperative nursing will be enhanced through client teaching, management, and clinical research topics.

576 Cardiovascular Surgical Nursing (3) This course integrates advanced knowledge and research concerning the care of patients undergoing cardiac surgery for the professional critical care nurse. The course focus is on innovative management of cardiac surgery patients and critical thinking skills with emphasis on the collaborative role of nurses as they participate in the care of the critically ill cardiac surgery patient.

578 Rehabilitation Nursing (3) This course examines the scope of professional nursing practice in rehabilitation nursing. Emphasis on the diagnosis and treatment of individual and group responses to actual and potential health problems resulting from altered functional ability and altered lifestyle.

582 Oncology Nursing (3) This course examines the advanced knowledge of adult oncology nursing including the dimensions of prevention and early detection, diagnosis, treatment, palliation, rehabilitation, and survivorship are studied with diagnostic evaluation, classification, staging, and various treatment modalities for a selected range of malignancies.

612 Advanced Nursing Research I (3) This course examines the significance of research to nursing and provides a foundation for conducting research. Quantitative and qualitative methodologies are included. Students critique published research on a selected topic through a review of the literature. Working within small groups or individually, students critique the evidence base for standards of practice. Pre-req: NURS 613 or taken concurrently. F

613 Theoretical Basis for Advanced Practice Nursing (3) This course is an introduction to the application of theory in nursing research and practice. Studies include philosophy and methods, pioneers in nursing theory, and selected non-nursing theories related to nursing practice and the nursing profession. F

614 Advanced Practice Nursing and Healthcare Issues (3) This course examines issues relevant to advanced practice nursing and the healthcare delivery system including advanced practice roles, legal aspects of practice, scope of practice, credentialing, concepts of authority, power, and leadership, ethical aspects of practice, cultural sensitivity, continuous quality improvement, economics of healthcare delivery, legislative and policy-making activities, and allocation of healthcare resources. Sp, Su

615 Advanced Nursing Research II (3) Synthesis of scholarly concepts in nursing practice. Options include designing a research study or developing and implementing an innovative scholarly project. Projects may include participation in nursing research or other faculty-student directed activities. Prereq: NURS 612 and NURS 613. Sp

616 Management of the Client in the Healthcare Systems (3) This course examines organizational behavior and role competencies related to advanced practice nursing in healthcare including managed care, case management, integrated care systems, professional leadership, change theory, conflict theory, practice management, and computer literacy. Emphasis will be placed on the different healthcare environments currently utilizing advanced practice nurses. Sp, Su

617 Advanced Concepts of Pathophysiology (3) This course explores the physiological and pathological base for the advanced practice nurse to provide care to children and adults with acute and/or chronic illness. Examines theories and concepts relevant to pathophysiologic processes. F, Su

618 Advanced Health Assessment for Advanced Practice Nurses (3) This course provides didactic instruction and clinical practice in physical assessment, developmental screening, history taking, nursing, and medical diagnosis. Teaching methods include lecture, independent study, laboratory, and clinical practice. Prereq: NURS 622. Su

621 Clinical Pharmacology for Nurse Educators (3) This course is designed to provide the graduate nursing education student with knowledge of pharmacological agents and herbal therapies used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, mechanism of action, adverse reactions, patient teaching, and appropriate dosages of drugs. Through the use of a variety of instructional methods, this course prepares students to implement, monitor, and evaluate effective patient pharmacological therapy. Prereq: NURS 617. F

622 Clinical Pharmacology for Advanced Practice Nurses (3) This course is designed to provide the advanced practice nursing student with knowledge of pharmacological agents and herbal therapies used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, mechanisms of actions, prescriptive drug protocols, adverse reactions, and appropriate dosages. Through the use of variety of instructional methods, this course prepares students to design, implement, monitor, and alter effective patient pharmacological therapy. Prereq: NURS 617. Sp

624 Economic Policies in Nursing and Healthcare (3) This course applies economic theories and analytic techniques to resource allocation in nursing and healthcare is discussed. Skill development to analyze healthcare issues from an economic perspective will be empha-

sized including three fundamental observations of the world that 1) resources are scarce relative to wants; 2) resources have alternative uses making choice (rationing) necessary and inevitable; and 3) there are significant variations in the relative importance that people attach to wants, making unique solutions unlikely. Sp

625 Marketing and Competitive Strategies in Nursing and Healthcare (3) This course explores concepts of marketing and competitive strategies are applied to nursing and healthcare organizations. Emphasis is placed on methodologies for developing nursing and organizational strategic marketing plans. Su

627 Nursing Informatics (3) This course examines concepts and issues surrounding technology and information management are presented. Factors that influence information technology, database management, and information systems will be analyzed. Su

628 Advanced Health Assessment for Nurse Educators (3) This course provides didactic instruction and clinical practice in history taking and physical assessment with a focus on enhancing assessment skills required by nurse educators. Teaching methods include lecture, independent study, laboratory, and clinical practice. Prereq: NURS 621. Sp

631 Individual and Group Behavior in Nursing and Healthcare Organizations (3) This course presents organizational behavior theories and effective management strategies to lead individuals and groups in healthcare organizations. Traditional and contemporary issues including power, conflict resolution, organizational development, decision-making, and group dynamics will be discussed. F

632 Administration of Nursing and Healthcare Organizations (3) This course examines and applies administrative theories to complex human relationships existing in nursing and healthcare. The course focuses on the nature and make up of organizations, structuring and coordinating work, and the influence of complex systems, community behavior, and internal leadership on the direction and decision-making capacity of healthcare organizations. F

633 Human Resources Management in Nursing and Healthcare (3) This course explores concepts in human resources management as applied to nursing and healthcare organizations will be presented. Specific labor management issues related to nursing and healthcare organizations also will be incorporated. Sp

634 Financial Management in Nursing and Healthcare Organizations (3) This course applies principles of financial management and reimbursement to nursing and healthcare organizations. Strategic financial planning, financial statement analysis, budgeting, and financial decision-making strategies are presented. Prereq: completion of NURS 624 preferred. F

635 Business of Nursing (3) This course synthesizes the nurse leader/manager role in the organization through the completion of a major project. Each student will assume the lead role in the development, implementation, and evaluation of an administrative/management project. Prereq: NURS 634. Sp

654 Primary Care Nursing of Families I (6) This course focuses on the clinical management of the health/illness status of children, adults, and elders within a family framework. Includes theoretical concepts related to individual development and family function. The clinical focus is on the role of the nurse practitioner in primary care management including health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education. Emphasizes role

development, including interdependent and independent practices. Prereq: NURS 613, NURS 614, NURS 617, NURS 618, and NURS 622. F

655 Primary Care Nursing of Families II (6) This course continues to expand the clinical management of children, adults, and elders within a family framework. Includes theoretical concepts related to the management of families with acute or chronic healthcare crises. The clinical focus is on the role of the nurse practitioner in primary care management including health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education. Emphasizes role development, including interdependent and independent practices. Prereq: NURS 654. Sp

656 Family Nurse Practitioner Practicum (6) This course provides an intensive clinical experience in the family nurse practitioner role. Selected preceptorships are designed to maximize individual student learning needs and provide a comprehensive experience to develop expertise in caring for individuals and families. Prereq: NURS 655. Su

671 Curriculum Development for the Nurse Educator (5) This course focuses on curriculum development and the role of the nurse educator. The roles of faculty and healthcare facility educator specialists are studied. Curriculum development designs and models are evaluated. Current issues influencing curriculum development in higher education and health professions are analyzed. F

672 Teaching Strategies for the Nurse Educator (5) This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of nursing professionals is provided. Sp

673 Evaluation Strategies for the Nurse Educator (5) This course focuses on the process of evaluation in the education of nurses. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in nursing education are emphasized. Su

674 Management of Acutely Ill Adults I (6) This course focuses on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq: NURS 613, NURS 614, NURS 617, NURS 618, and NURS 622. F

675 Management of Acutely Ill Adults II (6) This course continues the focus on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq: NURS 674. Sp

676 Management of Acutely Ill Adults III (6) This course continues the focus on the management of adult clients who are acutely/ critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq: NURS 675. Su

677 Advanced Nursing Care of Pediatric Patients (4) This course focuses on the assessment, diagnosis, and collaborative management of pediatric patients with acute illness or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the advanced practice nurse to facilitate and accelerate the patient's return to optimal health.

679 Nurse Educator Practicum (5) Student will have the opportunity to observe master teachers and to participate in organized faculty development activities. Intensive education experience in the nursing faculty role will be provided. Faculty preceptors will guide the student's participation in selected teaching activities that occur in the classroom, the learning resource center, clinical simulation laboratory and the community. This course may be repeated twice.

713 Theory and Practice (3) This course will focus on nursing, education, organizational, leadership, and management theories. The advanced analysis of the relationship between theory and evidenced based practice are explored with emphasis on the application of nursing and other theories at the highest level of nursing practice. Students will synthesize and apply theoretical knowledge to their phenomenon of interest.

715 Analytical Methods for Population-Based Care (4) This course will identify and analyze factors that affect the health of the population. The history and methods of epidemiology will be explored. Students will use Healthy People 2010 objectives and selected biostatistics to analyze current public health issues. Students use analytical methods and evidence-based guidelines to critically appraise existing literature and epidemiological data. Students will determine and implement the best evidence for population-based healthcare as it applies to nursing practice, nursing education and nursing management and leadership.

717 Cultural Diversity (2) This course focuses on the knowledge and skills necessary to effectively interact with and serve culturally diverse populations. Topics related to age, race, ethnicity, gender, class, and disabilities will be emphasized. Concepts related to workforce diversity, healthcare belief systems, patient rights and management of healthcare appropriate to the patient population will be explored. Culturally based assessment tools will be critiqued. Healthy People 2010 objectives will be used as a framework to explore healthcare needs of the culturally diverse population.

721 Systems Leadership and Interprofessional Collaboration (5) Students engage in the exploration of leadership in nursing and healthcare organizations. Platforms for discussion include concepts of leadership, organizational theory, quality improvement methods, interprofessional collaboration, effective communication and change strategies. Students develop leadership knowledge and skills to initiate systems transformation.

724 Healthcare Policy and Strategic Planning (3) This course prepares students to analyze and influence health policy environments. Students will analyze and collaborate in revising healthcare organization strategic plans. Students will explore the impact of Healthy People 2010 objectives on health policy and strategic planning. Students learn to define policy problems; identify and critique poten-

tial solutions; and assess political and economic influences on healthcare policy. Students design interventions to influence policy making and implementation. Methods for evaluating policy and strategic plans will be explored.

725 Resource Utilization in Healthcare (4) This course focuses on the complex variables that influence resource utilization in nursing and healthcare. The conceptual basis and methods of financial analysis and decision making as they pertain to the healthcare delivery systems are analyzed. Healthcare economics, marketing principles, human resource management, and the influence of Healthy People 2010 objectives that impact current healthcare environments are explored.

727 Healthcare Technology and Informatics (3) This course focuses on conceptual foundations for understanding healthcare informatics including the analysis of a variety of applications of information systems within the healthcare system. Elements addressed include theoretical models of nursing informatics, healthcare computing, data management and information processing, data acquisition, nursing vocabularies, and knowledge representation. Managing organizational change, information security, social and ethical issues in healthcare systems, and the effects of informatics on the practitioner and consumer are studied.

854 Critical Appraisal of Practice I (3) This course focuses on the application of best evidence to promote nursing practice at the highest level. Students explore current research and propose methods to use newly acquired knowledge in current practice situations ensuring quality outcomes. Students synthesize concepts from biophysical, psychosocial, sociopolitical, cultural, economic and nursing science to impact and to understand the consequences of advanced practice decisions. Healthy People 2010 objectives will be used as the framework for exploring the potential impact of advanced practice decisions.

855 Critical Appraisal of Practice II (3) This course will focus on the promotion, financing and systems implementation of evidence based projects, products or services to improve nursing practice and health care delivery. Utilizing newly acquired knowledge, students will appraise their current practice environments and as appropriate to the student's practice agenda, the students will either prepare a marketing or business plan that will justify the need and viability of their evidence based project, product or service or secure internal or external funding that will help sustain their project, product or service. Role transition will be integrated into the course content.

866 Capstone Project I: Planning (1) This course focuses on the initial development of capstone projects including problem statement, objective, project activities, project timeline, resources, and evaluation strategies. Method(s) to address Healthy People 2010 objectives will be integrated into the project activities. This course is part of a four-semester sequence required of all DNP students.

867 Capstone Project II: Project Proposal (1) This course focuses on project development including process and outcome evaluation, budget development, and measurement tools. The initial project proposal will be completed during this course. Students will present their projects as a poster presentation at research conferences. This course is part of a four-semester sequence required of all DNP students.

876 Capstone Project III – Implementation (1) This course focuses on implementation of the DNP project. This course is part of a four-semester sequence required of all DNP students.

877 Capstone Project IV – Dissemination (3) This course culminates the DNP capstone project. Students will present their current project

status, evaluation methodology, dissemination plans, and future recommendations. Dissemination of the project outcomes will be completed. Methods to address Healthy People 2010 objectives will be included in the evaluation of this project. This course is the final course of a four-semester sequence required of all DNP students.

Occupational Therapy

581 Occupational Therapy Research Fundamentals I (3) Students in this course first complete an introductory unit that covers the philosophical underpinnings of inquiry, the importance of research, the two traditions of research including process stages and essential components, basic versus applied research, and rigor in research. Students then utilize discovery learning (a) to develop foundations for evidence-based clinical reasoning: descriptive and nonparametric inferential statistics, critical reading and analysis of research papers, and information dissemination in various scholarly formats and (b) to apply three inquiry strategies: basis single system, quantitative focus groups, and survey research.

582 Occupational Therapy Research Fundamentals II (3) In this course students utilize discovery learning (a) to build on foundations of evidence-based clinical reasoning: advanced quantitative analysis with an emphasis on parametric inferential statistics, critical reading and analysis of research papers, and information dissemination in various scholarly formats (b) first complete an introductory unit that covers the philosophical underpinnings of inquiry, the importance of research, the two traditions of research including process stages and essential components, basic versus applied research, and rigor in research. Students then utilize discovery learning (a) to develop foundations for evidence-based clinical reasoning: descriptive and nonparametric inferential statistics, critical reading and analysis of research papers, and information dissemination in various scholarly formats and (b) to apply six inquiry strategies: advanced single system design, case study method, action research, outcome evaluation, qualitative focus group research, and other forms of qualitative research.

671 Occupational Therapy Leadership (4) The focus of this course is to develop executive leadership, management skills, and a working understanding of the following topics: organizational mission and vision, strategic planning, personnel management, reimbursement systems, accrediting bodies, basic budgeting concepts, internal and external marketing of OT services and interdisciplinary cooperation. These skills are applied to the delivery of occupational therapy services in a variety of service models including medical, community, and educational systems. Emphasis is placed on understanding social needs of the community in the context of program development and collaborating with other healthcare professionals for the effective delivery of services. F

683 Advanced Occupational Therapy Research Strategies (3) In this course students conduct and disseminate scholarly work of the profession including examining, developing, refining, and evaluating the profession's body of knowledge, theoretical base, and philosophical foundations. Specific tasks involve designing and directing the completion of various studies, including data analysis, interpretation, and dissemination of results; collaborating with others to facilitate studies of concern to the profession; and mentoring novice researchers. F

690 Special Topics (2) This course provides opportunities for concentrated study in an emerging, innovative, or specialized area of the occupational therapy profession. Sp

692 Specialized Evaluation Strategies (4) Providing an advanced study of tests and measurement principles within the centralized role of specialization, this course emphasizes: (a) clinical reasoning aspects; (b) selection, administration, and interpretation of standardized and nonstandardized tests and evaluations; (c) interpretation of evaluation results; (d) documentation within an appropriate practice setting; (e) reevaluation for effect of occupational therapy intervention and need for continued and/or changed treatment; (f) integration of evidence based practice into the evaluation process; and (g) changes in treatment goals that result from various evaluation results. F

696 Professional Fieldwork I (6) In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork I must vary from Fieldwork II to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services, (b) the setting with regard to chronicity (long term versus short term), and (c) facility type (institutional versus community based). F, Sp, Su

697 Professional Fieldwork II (6) In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork II must vary from Fieldwork I to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services; (b) the setting with regard to chronicity (long term versus short term); and (c) facility type (institutional versus community based). F, Sp, Su

698 Specialized Role Internship Seminar (2) Integrated within this course is a 120 clock-hour fieldwork internship experience in which students apply knowledge, values, and skills related to their selected central role of specialization. Such roles may included educator, researcher, entrepreneur, administrator, consultant, and advanced clinical practitioner. Students also meet in seminar fashion to reflect upon and share their learning experiences, providing additional synthesis of this internship. F

699 Occupational Therapy Synthesis (5) This course is designed to provide students opportunities to synthesize their preparation for advanced practice across three roles: a central role of specialization (selected by the graduate student) supported by two required roles, educator and researcher. Resulting in a product such as a research project or innovative scholarly project, this course also emphasizes professional reflection on the process aspect. Sp

POTT COLLEGE OF SCIENCE AND ENGINEERING

Biology

536 Molecular Biology Techniques (4) A project-oriented laboratory course in purifying, manipulating, and analyzing DNA using biotechnology techniques. Techniques include DNA cloning and expression, gene library construction and screening, PCR amplification of DNA, and DNA sequencing. Prereq: CHEM 254 or CHEM 321, BIOL 334, BIOL 375, and BIOL 376, or consent of instructor.

561 Developmental Biology (4) Study of the progressive changes that occur within cells, tissues, and organisms during their life span. Studies development from the molecular, biochemical, genetic, morphological, and physiological levels. Emphasis on experimental approaches to gene expression and its role in programming development. Prereq: BIOL 334, BIOL 434.

651 Topics in Biology for Teacher Preparation and Enhancement (1-4) A special topics course for advanced teacher preparation and for in-service teacher enhancement. Advances in biological concepts, processes, methods, or issues. Focus on new advances in knowledge, hands on experiences, the interface of scientific knowledge with topics of daily life and environmental concern, or ethical issues raised by new advances in biology. Subject matter will vary from semester to semester when the course is offered. Prereq: consent of instructor.

691 Graduate Topics in Biology (1-4) Advanced independent study course for biology graduate majors in which topics on the broad inter-relationships of biology with other sciences are considered. Prereq: consent of instructor.

Chemistry

518 Seminar and Chemical Literature (2) A study of the chemical literature. The preparation of a scientific manuscript and the presentation of a seminar.

521 Instrumental Methods of Analysis I (3) A study of principles and applications of instrumental analysis including an introduction to error analysis and absorption and emission spectroscopy. Techniques include UV, IR, NMR, atomic absorption, and emission. Prereq: CHEM 253, CHEM 321.

522 Instrumental Methods of Analysis II (3) A continuation of CHEM 521 with emphasis on electronics, chromatographic techniques, and electro analytical methods. Prereq: CHEM 253, CHEM 321.

541 Inorganic Chemistry (3) Introduction to the chemistry of all the elements, developed from the principles governing atomic structure and bonding, with special emphasis on transition metal and organometallic chemistry. A special research project is required.

553 Organic Qualitative Analysis (3) The development of the qualitative procedures and techniques used in organic chemistry. Prereq: CHEM 254.

558 Topics in Organic Chemistry (2) An advanced course in organic chemistry that considers special topics. Prereq: CHEM 254; recommended CHEM 462.

651 Topics in Chemistry for Teacher Preparation and Enhancement (3) This is a special topics course for advanced teacher preparation and for in-service teacher enhancement. An emphasis is placed on basic concepts and problem-solving techniques needed for teaching chemis-

try in high school. The course focuses on new advances in knowledge, hands-on experiences, the interface of scientific knowledge with topics of daily life and environmental concern, or ethical issues raised by new advances in chemistry. Subject matter may vary from semester to semester when the course is offered. Prereq: consent of instructor.

Geography

575 Remote Sensing and Image Analysis (3) A study of elements of airborne and space-borne remote sensing systems, including aerial photography, radar, thermal, multi-spectral. Emphasis on use of remotely sensed images for environmental monitoring, resource assessment, land use, and terrain analysis.

Geology

GEOL 605 Temporality in the Sciences (3) An intensive analysis of the role of time in the development of science. An interdisciplinary study assuming several distinct temporalities that form a nested hierarchy proceeding from the level of electromagnetic radiation to the mind of man. Investigates each temporality and its contribution to our overall understanding of the physical world. A science core course in the MALS program. Cross listed as LBST 605.

Industrial Management

601 Special Studies in Industrial Management (1-3) Directed study of topics in industrial management conducted in a seminar setting. Reading and writing assignments are based on current technical and professional literature in the field of industrial management. Guest lecturers and invited experts from government and industry complement the assigned readings and seminar discussions. Credit hours awarded for each offering of this course will be determined in advance based on the course requirements established by the instructor. Prereq: graduate standing or consent of instructor.

602 Operations Systems Analysis and Modeling (3) Three hours lecture. Application of linear programming and optimization algorithms in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at linear programming, queuing theory, waiting line models, systems analysis, and computer simulation applications for enhancing the productivity and efficiency of modern technological enterprises. Prereq: MATH 215 Survey of Calculus or equivalent, IM 603 Survey of Statistics or equivalent, or approval of graduate advisor.

603 Survey of Statistics (3) Three hours lecture. An introduction to basic principles and steps involved in planning and conducting statistical studies. Surveys statistical concepts to assist in the decision making process. Topics include probability, probability distributions, hypothesis testing, regression analysis, analysis of variance, reliability, life testing, and control charts. Prereq: graduate standing or consent of instructor.

604 Manufacturing Systems Analysis (3) Three hours lecture. This course examines concepts and techniques in manufacturing and operations management. Primary emphasis of the course is development of a system of manufacturing "laws" that relate various measures of plant performance, such as throughput, cycle time, work-in-process, variability, and quality into a consistent framework for evaluating classical operations management techniques as well as evolving new strategies. Analytical tools used include probability and statistics, queuing models, and simulation. Exercises and case studies examine both concepts and methods. Prereq: MATH 215 Survey of Calculus or equivalent, IM 603 Survey of Statistics or equivalent, or approval of graduate advisor.

611 Principles and Practices of Project Management (3) Three hours lecture. An examination of the fundamental principles of management with emphasis on project management in technical enterprises. Lectures, case studies, and role-playing exercises are used to enable students to develop an understanding of key management concepts and provide opportunities to employ and evaluate a variety of project management techniques in typical industrial settings. Time management strategies, problem-solving techniques, and decision-making tools are emphasized. Prereq: graduate standing or consent of instructor.

614 Interpersonal Communications within Organization (3) Three hours lecture. This course provides a review of the research and applied approaches to organizational communication. The course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations. Prereq: graduate standing or consent of instructor.

621 Human Factors in Design (3) Three hours lecture. Study of the methods for designing the interface between humans and machines. Emphasizes the use of anthropometrical data and consideration of environmental factors for designing improvements of industrial and office workspace. Prereq: graduate standing or consent of instructor.

625 Principles of Computer-Aided Design and Manufacturing (3) Three hours lecture. Theory and practice in the operation of several micro and mini computer-based CAD systems for the generation of engineering documentation. Generation of symbols and shape descriptions using geometric primitives in both two- and three-dimensional systems. Discusses the application of CAD to manufacturing and the management problems associated with CAD technology. Prereq: TECH 121 - Engineering Modeling and Documentation or equivalent experience.

631 Industrial Safety (3) Three hours lecture. A study of Occupational Safety and Health Regulations, and their effect on industrial management and engineering. Accident investigation, liability, workers' compensation and hazard control will be studied with emphasis on safety management techniques and planning. Prereq: graduate standing or consent of instructor.

635 Computer-Aided Design and Manufacturing Applications (3) Three hours lecture. A project-oriented course in computer-aided design and manufacturing. Emphasizes developing a working knowledge of how CAD/CAM processes can be applied to various engineering disciplines and how CAD/CAM changes the nature of the management function in engineering. Uses two- and three- dimensional software. Orientation to the software is a continuation of IM 625. Prereq: IM 625 - Principles of Computer-Aided Design and Manufacturing.

641 Principles and Practices of Quality Management (3) Three hours lecture. Application of fundamental principles of quality management in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at the management and control of quality to provide an environment for continuous improvement. Topics to be examined are quality philosophies, Total Quality Management, continuous improvement, Baldrige Award and criteria, ISO Standards, quality control, quality improvement, reliability management, six sigma, design of experiments, quality measurement tools, and quality function deployment. Prereq: graduate standing and IM 603 Survey of Statistics or equivalent or approval of graduate advisor.

651 Economic Evaluation of Industrial Projects (3) Three hours lecture. An intensive examination of the principles and applications of analytical techniques for evaluating capital investments, equipment replacements, production costs, and alternative investment and expenditure proposals in which the time value of money is a primary consideration. Includes study of present worth and rate of return analyses, depreciation and depletion, replacement analysis, benefit-cost analysis and methods for incorporating tax considerations in economic evaluation decisions. Prereq: graduate standing or consent of instructor.

652 Industrial Management (3) Three hours lecture. An examination of the fundamental concepts of management in industrial settings with emphasis on the relationships among types of industrial work, types of organizational structure, and managerial responsibilities. Includes study of organizational alternatives, time management, budgeting, cost accounting and financial management, negotiation and conflict resolution, quality control and resource allocation. Prereq: graduate standing or consent of instructor.

671 Graduate Project (3 - Individual Study) An industrial management project relevant to the student's area of specialization selected by the student, subject to approval by the student's advisor. The project must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. Prereq: consent of advisor.

691 Leadership Project (3 - Cohort Study) A leadership project or series of case studies relevant to the student's area of specialization and drawn from industry. Selection by the student subject to approval by the student's advisor. The project or case study must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. All other coursework must be completed before this course is started. Prereq: consent of advisor.

698 Individual Study in Industrial Management (1-3) Supervised study or research in a specific area of industrial management. Subjects for investigation are selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Not repeatable for graduate credit. Credit hours to be awarded for successful completion of the required investigations will be determined in advance by the graduate faculty member supervising the student's work. Prereq: graduate standing or consent of instructor.

Mathematics

601 Using the Graphing Calculator in the School Curriculum (1) In this 24-hour workshop participants will develop a better understanding of graphing technology while considering the following topics: domain, range, linear and quadratic functions, common solutions, inequalities, extreme values, slope, translations, rational and trigonometric functions, asymptotes, statistical menus and data, exponential and logarithmic functions. Problem solving and programming will be included throughout.

602 Concepts and Practices in General Mathematics (3) A practical approach to the development of programs, methods of motivation, and mathematical concepts for the teacher of general mathematics. Prereq: 15 hours of math, including calculus.

603 Fundamental Concepts of Algebra (3) The conceptual framework of algebra, recent developments in algebraic theory and advanced topics in algebra for teachers and curriculum supervisors. Prereq: 24 hours of math, including calculus.

604 Fundamental Concepts of Geometry (3) The conceptual framework of many different geometries, recent developments in geometric theory, and advanced topics in geometry for teachers and curriculum supervisors. Prereq: 24 hours of math, including calculus.

605 Problem Solving in Mathematics (3) Theory and practice in mathematical problem-solving; exploration of a variety of techniques; and finding solutions to problems in arithmetic, algebra, geometry, and other mathematics for teachers of mathematics and curriculum supervisors. Prereq: 24 hours of math, including calculus.

606 Data Analysis and Probability for Teachers of Middle-Level Mathematics (3) This course is designed to enhance the understanding of data analysis and probability of middle-level teachers of mathematics. Topics for study include: selecting and using appropriate statistical methods to analyze data, developing and evaluating inferences and predictions that are based on data, and understanding and applying the basic concepts of probability. Pedagogical strategies for the teaching and learning data analysis and probability will be incorporated into the study of these topics.

611 Introduction to Analysis for Secondary Teachers (3) A study of continuity, differentiability, and integrability of a function of a real variable particularly as these properties appear in the secondary school mathematics curriculum. Prereq: at least an undergraduate minor in mathematics.

613 Algebra and Functions for Teachers of Middle-Level Mathematics (3) This course is designed to deepen teachers of middle-level mathematics understanding of algebra through the study of patterns, symbolic language, problem solving, functions, proportional reasoning, generalized arithmetic, and modeling of physical situations. Pedagogical approaches to students' learning of algebra will be incorporated into the study of these topics.

614 Basic Topics in Mathematics for the Elementary Teacher (3) For the elementary teacher who needs to have a better understanding of mathematical content. Sets, numeration systems, and algorithms for computation are studied in conjunction with a logical but non-rigorous development of the real numbers.

621 Technology for Teaching Mathematics (3) This course was designed to facilitate the teacher of mathematics in the use of technology. Graphing utilities and calculator based laboratories through the study of the following topics: domain, range, linear and quadratic functions, common solutions, inequalities, extrema, slope, translations, rational and trigonometric functions, asymptotes, statistical menus, regression equations, data collection and analysis, parametric equations, exponential and logarithmic functions, problem solving and programming.

624 Intermediate Topics in Mathematics for the Elementary Teacher (3) Topics included are an intuitive study of geometric figures, measurement, basic algebra and functions, and the rudiments of statistics and probability. Designed for the elementary teacher who needs a better understanding of mathematical content.

636 Geometry and Measurement for Teachers of Middle-Level Mathematics (3) This course will provide opportunities for teachers of middle-level mathematics to enhance their understanding of geometry as a study of size, shape, and properties of space; as a tool for problem solving; and as a way of modeling physical situations. This course will also address connections between geometry and other mathematical topics; historical topics relevant to geometry in the middle grades; and pedagogical approaches to students' learning of geometry.

638 Fundamental Models in Statistical Inference (3) This class emphasizes the study of probability models that form the basis of standard statistical techniques. Statistical techniques considered include inferences involving measures of central tendency and measures of variability, linear regression model estimation and goodness of fit hypothesis testing. Prereq: at least an undergraduate minor in mathematics.

OTHER UNIVERSITY OFFICES AND SERVICES

OFFICE OF ALUMNI AND VOLUNTEER SERVICES

In cooperation with the USI Alumni Association, this office coordinates a variety of programs and services to benefit alumni and students. Anyone who has completed one semester's work on the campus is entitled to membership in the Alumni Association. Active members play a leading role in the success of USI through career networking, mentoring, recruiting, and volunteering.

This office is the liaison with the USI Student Alumni Association (SAA), which provides a link for students to work with the Alumni Association. SAA is a student-run organization committed to promoting and supporting the establishment of traditions at USI. Members have an opportunity to network with alumni and gain valuable leadership skills while working on SAA programs and activities.

Volunteering at USI has something for everyone—it is a rewarding way to share talents and abilities or develop new skills. Volunteer USI opportunities are available within the University as well as in the Evansville community. Students, faculty, staff, student organizations, or members of the community can assist with one-time events, short-term assignments, ongoing commitments, or be on call as needed.

The USI Parents & Families Association helps to involve families in the life of the University. It also serves as a resource for parents and families. A gift of \$25 to the Parents & Families Association helps support various activities for parents, families, and students, such as Parents & Families Weekend, the Eagle Roundup picnic, and the Camp Eagle parent sessions.

For additional information, call 812/464-1924 or visit www.alumni.usi.edu, www.usi.edu/alumni/saa, www.usi.edu/volunteer, and www.usi.edu/family.

CAREER COUNSELING CENTER

Students who have not yet declared an academic major, or who are having doubts about their originally declared academic major, can benefit from the services of the Career Counseling Center.

Designed to assist the more than 40 percent of new freshmen who enter the University each fall without a declared major, the Career Counseling Center also assists second- and third-year students who are researching or reassessing their career objectives.

Services provided include personal career counseling, assessment of career-related interests, computerized career testing and information, job shadowing with alumni, and a variety of other individualized services specially designed to provide career search assistance to each student who visits the center.

Students who have a clearly defined career goal have been found to be more successful in the classroom than their peers who are uncertain about their goals. The mission of the Career Counseling Center is to support student success by providing

help in selecting a major and a career that best fit the personality, values, and interests of each individual student.

The Career Counseling Center also recommends beginning freshmen enroll in GENS111 – Career and Life Planning, a credit class designed to provide career guidance in a group setting.

The Career Counseling Center is located in the lower level of the Robert D. Orr Center, room OC 095. Students can schedule appointments by calling 812/465-1136.

CAREER SERVICES AND PLACEMENT

An integral part of the University, the Office of Career Services and Placement complements and supplements curricular programs by providing career coaching and employment assistance to students and active alumni from all academic disciplines. The primary mission of the office is to assist students in transitioning from the academic environment to the professional workplace.

The University encourages all students to participate in an experiential education activity prior to graduating and an internship or cooperative education (co-op) experience provides this opportunity. These professional practice programs offer an opportunity for students to integrate classroom learning with career-related work experience in both the public and private sector. Although most are paid positions, the primary value of an internship or cooperative education experience is the opportunity to clarify career goals, gain practical experience, and establish contacts with professional colleagues. Internships and co-ops are competitive and Career Services assists students from all majors in conducting an effective search. The office also provides ongoing support to students during the internship or co-op and facilitates documentation of the student's experience.

To be eligible for participation in most co-op or internship opportunities, students must have a grade point average (GPA) of at least 2.0 and must have completed at least 32 credit hours. Transfer students must have attended the University for one full semester. Requirements for students from certain academic disciplines are more stringent, requiring that particular classes be completed before eligibility can be met.

The co-op program offers two distinctly different patterns of study and work: alternate and parallel. The alternate pattern requires students to alternate semesters of full-time work with semesters of full-time study. The parallel pattern offers part-time work experience over an extended period of time while students maintain a minimum academic load. Internships are of shorter duration than a co-op assignment and normally are completed near the end of a student's college tenure. Because each program option benefits each student differently, programs are individually tailored to meet student and employer needs.

Upon admittance to the University, undergraduates seeking employment may receive job referrals to both on- and off-campus positions through the Job Locator Service. Part-time jobs

and summer employment opportunities listed with this office allow all students, regardless of financial need, to earn money to support their education.

Students who have completed, or who will be completing, a degree program within the next calendar year are advised to meet with a Career Services and Placement professional for assistance with job search strategy. There is a professional staff member dedicated to working with each of the University's colleges. In addition, workshops emphasize the identification of individual marketable skills and assist with resume development, interview preparation, employer networking, and general job search strategy.

Students and graduates are strongly encouraged to use their account in Eagle Career Launch, the online job listing and recruiting system exclusively for USI students and graduates. All students have an active account once they are admitted to the University and are advised to routinely use the system, as well as store up-to-date resumes in their accounts. All opportunities, including part-time, summer, co-op, internships, and full-time professional positions are listed in Eagle Career Launch. These include jobs and internships available with local, regional, and national employers.

In addition to being able to view and apply to positions listed by the employers, students and graduates may be referred to vacancies relevant to their areas of interest when employers request candidates' resumes. Career Services and Placement serves a vital employer relations role for the University by maintaining an extensive database of contacts, routinely meeting and communicating with employers, and planning and facilitating events such as career and job fairs and networking events for students and employers.

Career Services and Placement maintains an extensive web site of career and job resources including job listings, a virtual practice interview program, and general information about careers and jobs. A career resource library in the office contains printed materials covering such diverse topics as career and occupational information, job search techniques, and recruiting events. Computers also are available for resume writing and job research activities.

Information regarding the Graduate Record Examination (GRE), the entrance exam frequently required for admission to graduate programs, may be obtained by contacting Career Services and Placement or the Graduate Studies Office. Career Services also assists with personal statements for graduate school application, as well as practice with admission interviews.

Students at all levels of academic study, from freshmen through seniors and graduate students, are encouraged to meet with Career Services and Placement and take advantage of the career, internship, and job search services provided.

CENTER FOR COMMUNAL STUDIES

The Center for Communal Studies (www.communalcenter.org) in the College of Liberal Arts is a research facility and international clearinghouse that assists classes, students, faculty, and visiting scholars with the subject of communal societies, intentional communities, and utopias. The center facilitates meetings, seminars, publications, and networking among scholars and communities.

The center coordinates its work with the extensive Communal Studies Collection in the Special Collections Department of Rice Library, which provides a rich base for undergraduate and graduate research.

The Center for Communal Studies Lecture Series brings noted scholars of communal societies and communitarians to share their knowledge and experience on campus. The center awards annual prizes to both an undergraduate and a graduate student who submits the best scholarly paper or project on a communal theme by January 15.

OFFICE OF DEVELOPMENT

The Office of Development is responsible for developing, coordinating, and implementing a comprehensive private fund-raising program for the University of Southern Indiana under the auspices of the USI Foundation. One of its primary responsibilities is to provide staff assistance and guidance for the USI Foundation, founded in 1968 as the official gift-receiving agency of the University. As an Indiana not-for-profit (501)(c)(3) corporation, the USI Foundation promotes, receives, invests, and disburses gifts for the benefit of the University. Development also provides staff assistance and guidance for the USI/New Harmony Foundation.

EVANSVILLE CAMPUS OF INDIANA UNIVERSITY SCHOOL OF MEDICINE

The Evansville Campus of the Indiana University School of Medicine is a part of the Indiana Statewide Medical Education System, in which the regular medical curriculum of the first two years is offered. Each student admitted to the Indiana University School of Medicine is assigned to one of nine campuses. Campus preference is honored as closely as possible.

Facilities for teaching and research include classrooms and teaching laboratories and faculty offices and research laboratories. The facilities are located on the third floor of the Health Professions Center. The curriculum consists of courses in gross and microscopic anatomy, biochemistry, physiology, microbiology, the patient-doctor relationship, and neurobiology in the first year and pharmacology, medical genetics, biostatistics, introduction to medicine, and general and systemic pathology in the second year.

The opportunity is available in the third year to spend the required one-month Family Medicine Clerkship in Evansville.

Likewise, fourth-year students in the School of Medicine also may spend a portion of the senior year in electives based in hospitals and clinical facilities in Evansville.

Specific inquiries about the center programs may be addressed to the Office of the Dean, Indiana University School of Medicine, Indianapolis, Indiana 46202, or also may be made to the assistant dean and director, Evansville Center, on this campus.

DIVISION OF OUTREACH AND ENGAGEMENT

www.usi.edu/outreach
812/464-1863

Outreach and Engagement coordinates and supports outreach activities of the University. Its mission is to extend the resources of the University through education and training programs, assessment activities, consulting, applied research, service learning, and related services which assist in the educational, human resource, and economic development of southern Indiana. Components of Outreach and Engagement are:

Academic Services

Bachelor of General Studies Program – The Bachelor of General Studies (BGS) program is designed for working adults who want to complete a baccalaureate degree that builds on their previous education, training, and work experience. It requires completion of the standard 124 credit hours, including the Core Curriculum, but allows flexibility in program design. Call 812/464-1879 or go to www.usi.edu/bgs for additional information.

USI Nearby – USI Nearby is an outreach program coordinating evening courses at off-campus locations that are convenient to students who live and work in Warrick County, eastside, and downtown locations. Current USI Nearby locations include Castle High School, the National Guard Armory, and Innovation Pointe. For maps and class schedules, go to www.usi.edu/nearby or call 812/464-1879.

Center for Education Services & Partnerships – The Center for Education Services and Partnerships focuses on programs that involve schools and individuals in P-16 education. These include the College Achievement Program (CAP—see the following), STEM initiatives, Super Summer, and other public programs for children and parents, as well as the USI Children's Learning Center (see the following) and the Summer Enrichment and Kindergarten Camps that provide school-age child care.

Children's Learning Center – The Children's Learning Center is open to the preschool children (ages two through pre-K six-year-olds) of University students and employees. The goal of the Children's Learning Center program is to provide a happy, healthy environment where each child can grow emotionally, socially, and intellectually. Individual expression, small- and

large-group interaction, creative play, music, art, drama, and physical activities are encouraged. Both full-time and part-time enrollments are available. Call 812/464-1869 for enrollment information. Summer school-age child care is available for children kindergarten through age 8. Call 812/464-1989 for further information.

College Achievement Program – The College Achievement Program provides an opportunity for high school juniors and seniors to earn dual high school/college credit in selected courses offered at participating high schools. USI faculty are involved as course liaisons and in facilitating training for high school faculty.

Reserve Officers Training Corps (ROTC) – At the request of the Indiana Army National Guard, USI established an Army ROTC program in the fall semester of 2001. The program provides numerous opportunities for qualified students, most notably in the form of full tuition assistance for tuition and fees. The minor in Military Science offers qualified students an opportunity to obtain a commission as a Second Lieutenant in the U.S. Army and to serve on active duty, in the Army Reserve, or the Army National Guard. Army ROTC scholarships and other incentives provide qualified students with outstanding financial assistance packages, covering virtually all costs for up to four years of college. The ROTC program is located in the lower level of the Education Center and may be reached at 812/461-5301.

Service Learning – Service Learning is an academic pedagogical approach to university education that incorporates community projects into courses. There are two equally important goals of service learning: enhancing student learning and providing a valuable service to the community. For a service learning project to be successful, both goals must be met simultaneously. Ideally, students learn what courses are intended to teach, supplementing classroom instruction with “real world” experience, while also contributing something valuable to the community. Typically, successful projects are done with community partners, where relationships are developed between an academic institution and a community group over time. Many projects are built into courses (academic service learning) but some are done by students in groups outside of the classroom (co-curricular service learning). All projects incorporate learning goals and reflection/assessment.

The Service Learning office can help faculty by:

- providing information and resources regarding service learning
- assisting with the training of students
- assisting with logistics, such as transportation or delivery of material/students
- assisting with preparation and duplication of reports
- assisting with small financial needs
- providing follow-up surveys and communication with partners/students

Call 812/465-1203 for more information. www.usi.edu/extserv/outreach/ServiceLearning.

Epi-Hab Center for Disability Studies – The Epi-Hab Center for Disability Studies was created by a grant from the former Epi-Hab of Evansville. The Center focuses on programs in the community, student scholarships, and faculty research. Public programs have included appearances by nationally known speakers and writers on disability issues. Faculty research will be undertaken as the program develops.

Business and Organizational Services

Center for Applied Research – The Center for Applied Research works with businesses and organizations throughout the region to help leverage the intellectual capabilities of the university. The Center matches faculty, staff, and students with regional businesses and organizations to conduct research, consulting, and other applied projects, ranging from economic impact studies to new product development. This engagement will not only benefit the region, but also will help these individuals in their career development. Opportunities exist for individual faculty and student involvement, as well as class projects. Information is available at **812/461-5442**.

Center for Human Resource Development (HRD) – The Center for Human Resource Development provides the region's manufacturing and service organizations with performance improvement services including organizational assessment, on-site customized training, and business consulting. Utilizing the resources of the University, HRD can develop state-of-the-art computer-based or multi-media training, as well as more traditional formats. The HRD provides the link between USI's academic resources and the needs of the business community, including customizing undergraduate and graduate credit programs for on-site delivery. HRD also offers noncredit public training, including certificate programs, leadership development, and other business and organizational development services. To meet job-specific needs, HRD offers facilitation programs for human resource professionals, quality personnel, safety personnel, and supply chain managers, complementing and expanding on HRD's certificate in management program for supervisors, managers, and those aspiring to managerial positions. The HRD provides awareness building and training in innovative leadership, business development initiatives, and technological services. Call **812/464-1989** for more information.

Career Development

Center for Continuing Education – The Center for Continuing Education manages off-campus credit courses at several sites in Southwestern Indiana (USI Nearby) and a wide variety of noncredit programs and services. There are more than 15,000 noncredit registrations annually in business and professional development and computer applications courses; specialized courses for health professionals; fitness; arts and leisure activities; programs for children and parents; personal interest areas including foreign languages; and conferences. Noteworthy management and employee development activities include the Certificate in Management program co-sponsored with the American Management Association, the Certificate

in Quality Management, the Management Diagnostic Center (MDC), and the Certificate in Maintenance Management. In addition, USI has certified personnel to offer Achieve Global and DDI leadership courses. On-site and customized programs for employers are available in most business, professional, and technical areas. Information is available at **812/464-1989**.

Conferences and seminars are held throughout the year. The staff is available to help organizations assess needs and plan, develop, and conduct programs on campus or at other facilities.

Many professions, including but not limited to healthcare, social work, and accounting, require annual continuing education hours which may be earned through selected courses and seminars. The University maintains a permanent file of all continuing education hours granted.

Regional Outreach

Connect with Southern Indiana – Connect with Southern Indiana received start-up funding from the Lilly Endowment to boost Indiana's retention of intellectual capital. At the heart of the program is strengthening critical thinking and promoting active citizenship. Participants expand their opportunities for creating new connections: with other residents, with local and regional organizations, between communities, and between USI and the region. These connections are designed to transcend traditional boundaries of towns and counties, occupation, and demography. Participation in Connect with Southern Indiana provides invaluable, tangible skills, including the opportunity to meet others from the region with similar concerns and interests, identify areas for collaborative problem-solving, meet business and civic leaders, while developing critical thinking skills. USI faculty and staff are encouraged to apply. www.usi.edu/extserv/outreach/connect.asp

Grant Research and Development – A professional grant researcher/writer is available in the Division of Outreach and Engagement to assist in seeking funding for USI outreach projects. Faculty interested in working with Outreach and Engagement on such programs should call **812/464-1863** for more information.

Historic New Harmony – In cooperation with the Indiana State Museum and Historic Sites, USI manages and owns several properties in New Harmony. The properties include historical buildings within the National Historic Landmark District and the National Register District, exhibits, and artifacts, as well as the award-winning Atheneum/Visitor Center. The mission of Historic New Harmony is to preserve its utopian legacy through educational experiences. Many learning and research opportunities are available for the University community through this association. Trained staff is available to work with faculty and staff on projects within the community. www.usi.edu/hnh/index2.asp

Historic Southern Indiana – Historic Southern Indiana seeks to identify, protect, enhance, and promote the historical, natural, and recreational resources of southern Indiana for the benefit of visitors and citizens alike. This heritage-based outreach program created in 1986 serves the 26 counties between US 50 on the north and the Ohio River on the south. Historic Southern Indiana provides students and faculty in all disciplines opportunities for applied research and professional enhancement in community and regional development, cultural and heritage tourism, interpretation and marketing, and K-12 educational projects. www.usi.edu/hsi/index.asp

Southern Indiana Japanese School – Designed for children of Japanese citizens working in the region, this program provides instruction in Japanese language, culture, and other selected disciplines on Saturdays and after the regular school day. www.usi.edu/extserv/sijs.htm

INSTRUCTIONAL TECHNOLOGY SERVICES (ITS)

Instructional Technology Services provides technical presentation and communication resources to support the teaching and learning activities of the University community and its partners. ITS clients include USI faculty, staff, students, and partner institutions and organizations. The goals of ITS are to provide consultation, planning, and promotion for the effective use of new and existing technologies to support instruction; maintain high standards of service for its clients; deploy University technical resources effectively and appropriately; and collaborate with members of the campus community and other partners on technical issues and activities. For general information about any of the following ITS programs and services, visit instructech.usi.edu or call 812/465-7182.

Audio-Visual Equipment – Instructional Technology Services provides audio-visual equipment to faculty and staff for classroom or other academic use. To avoid scheduling conflicts, 48-hour notice is strongly recommended for video and computer projection equipment and 24-hour notice for all other equipment. Some equipment items may be requested on a semester-loan basis. Equipment is ordered online at instructech.usi.edu. Technical support is available by calling 812/464-1838.

Blackboard Course Management Software – Instructional Technology Services operates and supports the Blackboard course management software that allows course materials and information to be shared on the Internet in a virtual classroom setting. Blackboard is an easy-to-use program for instructors to conduct course activities and distribute documents online such as syllabi, course handouts, video clips of lectures, guest speakers or demonstrations, PowerPoint presentations, send and receive student papers, post grades, generate class announcements or email messages, maintain a class calendar and tasks, generate online quizzes, and manage their own course discussion board. Students can collaborate in online group workspace, create their own web pages, and meet classmates in their course chat rooms. USI Blackboard is accessed through MyUSI for enrolled USI students or at blackboard.usi.edu for non-USI students, continuing education students, community partners, and guests.

Computer and Multimedia Presentation – Instructional Technology Services deploys computer data projection equipment for faculty to support their classroom and professional activities. The department also can assist with scanning pictures, photos, and slides. A digital camera is available for checkout to faculty and staff for multimedia projects. CDROM authoring through Instructional Technology Services allows faculty an opportunity to store a wealth of notes, data, and images in a readily accessible and compact format for ready retrieval both in and out of the classroom.

Distance Education – USI Distance Education offers courses and programs via technology such as CD-ROM, Internet, videoconferencing, videotape, or other digital media. These technologies allow students to enroll in courses that better fit their time or travel needs. USI Distance Education operates a Learning Center to serve both faculty and students on and off campus. This office consults with public groups, other schools, and business and industry to develop a wide range of adult programs and continuing education, noncredit courses, certificate programs, and special programs for K-12 teachers and students including dual-credit college and high school courses. USI coordinates its distance education course offerings with other Indiana colleges and universities through the Indiana Partnership for Statewide Education and the Indiana College Network. The Indiana College Network provides information and assistance to students wishing to take distance education courses offered by USI and other institutions. Information about distance learning is available on the Internet at www.usi.edu/distance or by contacting Instructional Technology Services at 812/465-7182.

Faculty/Staff Training Lab and Testing Support – Instructional Technology Services provides eight multimedia computer workstations with a presentation screen for faculty/staff training purposes. These workstations allow users to copy or make their own CD-ROMS to meet instructional or training needs. Workstation software includes Microsoft Outlook, Excel, Word, PowerPoint™, Front Page for web design, Paint Shop Pro for photograph and electronic graphic editing, Respondus for test creation, SPSS, and Easy CD Creator. Any department, academic unit, or individual faculty or USI staff member may schedule the use of the lab and/or make arrangements for an ITS training facilitator. For groups larger than eight persons, training may be scheduled in the 14-workstation Outreach and Engagement Training Lab housed within the ITS complex. ITS also provides the Scantron automated test-scoring machine (assistance is available) and Scantron forms.

Instructional Design and Online Course Development – Instructional Technology Services provides instructional design assistance for faculty to incorporate technology into their courses and departmental curricula. Faculty members are invited to make appointments with ITS instructional design staff to discuss individual course needs. ITS partners with the USI Center for Teaching and Learning Excellence to host presentations, symposia, and workshops as well as the Institute for Online Teaching and Learning, an intensive training program for faculty developing online courses.

Production Services – Instructional Technology Services provides a variety of media production capabilities for academic and University-related activities. Assistance is available in the development and design of instructional media including audio and video production, multimedia presentations including transparencies, slides, and MS PowerPoint™, CDROM creation, web page design, and videoconferencing. Image and slide scanning services also are available.

Videoconferencing Services – The University uses videoconferencing technology to deliver courses and programs and to facilitate meetings where participants are in two or more locations. Videoconferencing services are available to faculty and staff as well as external groups and individuals. The technology offers faculty and students a cost-effective way to meet with a variety of experts and peers in cities across the globe. In most instances, participants see and hear each other on television monitors. ITS staff can connect meeting participants by satellite television, ISDN, and IP video. The department equips and maintains distance learning classrooms and other multi-purpose videoconferencing rooms and coordinates programs broadcast through IHETS, the Indiana Higher Education Telecommunications System.

Video Rentals – Instructional Technology Services maintains a videotape catalog collection to assist faculty in locating instructional materials. Due to increased videotape use and equipment availability, many titles formerly available only on film now are offered in videotape formats. Videotape rentals are provided at no charge to the user for all scheduled classes. Rental requests should be received by Instructional Technology Services at least six weeks prior to presentation date to assure availability.

FOOD SERVICE

The University food service, managed by Sodexo Services, operates in the University Center with seating in the Eagle's Nest and Loft dining room. The Eagle's Nest is home to Sub Connection, Burger King, and Archie's Pizzeria. The Loft, located on the second floor of the University Center, serves a wide variety of home-style lunch and dinner items seven days a week, breakfast buffet Monday through Friday, and brunch on the weekends during the fall and spring semesters.

Newly added to the University Center in the east wing are Salsa Rico and Cyclone Salads. Salsa Rico is a Baja Pacific fresh Mexican grill featuring all of the Mexican favorites with flame-grilled chicken, steak, fresh vegetables and fresh salsas. Cyclone Salads features bountiful veggie options, paninis, a variety of soups, and baked potatoes.

Students and staff on tight schedules or in classes in other buildings on campus can purchase bottled beverages, coffee, a variety of fresh-baked goods, salads, and sandwiches, and other convenience food items at Simply To Go in the Health Professions Center and in the main lobby of the Liberal Arts Center. Starbucks is located on the first floor of Rice Library.

Munch Money and Dining Dollars can be used to purchase Starbucks merchandise.

A full-service convenience store, the Eagle Xpress, is located near the McDonald Apartments, offering standard convenience store services, as well as Archie's Pizzeria with pizza delivery. Munch Money and Dining Dollars can be used for groceries, Archie's Pizzeria items, and all other merchandise.

Catering services for University-sponsored events on or off campus are available. For more information contact the Catering Services manager at 812/465-1652. Also, contact Catering Services for concessions participation for your club or group.

For a complete description of services, monthly menus for The Loft, ongoing promotions or specials, and employment opportunities, visit our web site at www.usifood.com/. Also, visit the site to register for mydtx to receive promotional information sent directly to your cell phone or email address.

LIBRARY SERVICES

The David L. Rice Library supports and extends the academic programs of the University by providing research and instructional materials as well as recreational and general interest materials. During fall and spring semesters the library is open 102 hours a week, including evening and weekend hours. When the library building is closed, access to the online catalog and hundreds of Internet links selected and organized to assist in finding high-quality information on a variety of topics remains available through the library's web site, www.usi.edu/library/index.asp. Remote access to electronic databases also is available via the web for currently enrolled students and currently employed faculty and staff. The web site is the most up-to-date source for library hours, special notices, services, and staff contact numbers.

The building offers four floors of substantial student study space with tables, carrels, and comfortable seating; three reading rooms; 30 group study rooms; and two labs for instruction and student use. Additionally, the building provides classrooms on the lower level and casual seating in the coffee shop area at the front of the building. Wireless access is available throughout the building; in addition to computer workstations, laptops may be checked out by students for use in the library.

The library's collection of over 300,000 volumes is available in open stacks, providing easy access to most resources. Approximately 4,000 books are added each year along with electronic resources, audio-visual materials, and other formats. Reference librarians provide assistance in identifying, locating, and evaluating resources in many formats and topics at the Reference Desk during most open hours. In addition to in-person visits, users may contact the library's Reference staff by telephone or email; contact numbers are listed on the web site.

The library provides access to over 30,000 full-text journals via the web and receives nearly 600 print periodicals and newspapers. Electronic resources are accessible within the library, from

other computers on campus, and remotely to authorized users. Microform coverage ranges from recent government reports to 1850s newspapers. Digital microform reader/printers are located on the main level, as are photocopiers for other print materials and printers with Internet connections; printers and copiers are located in the same area on each floor. A casual reading area with recreational reading is located on the entry level near the media collection, made up of music CDs, audio books, and DVDs.

University Archives and Special Collections preserves materials about the University's history as well as some distinctive collections. One such collection is communal societies, with substantial information on historic and contemporary intentional communities. Another major collection includes thousands of photographs documenting Southern Indiana from the late 1800s. Increasingly these images and documents are being digitized for online discovery and use. Government documents comprise another collection; USI is a partial federal government depository library. Documents cover a variety of subjects from career information to the environment and consumer guidance; most of the paper documents are interfiled with the library's other collections. Teaching materials, children's books, and textbooks, used by education majors but equally useful to anyone needing basic information on many subjects, are housed on the south end of the fourth floor.

The library's integrated online system is Ex Libris' Voyager, a system used by hundreds of academic libraries. This system is used for ordering, receiving, cataloging, and checking out materials as well as for identifying the library's holdings. By connecting to other systems, the library is able to use shared cataloging records from OCLC, a national bibliographic utility with over 700 million records; WorldCat is the public access database for these records. OCLC and Illiad facilitate the library's borrowing of items from many participating libraries, using special software to enhance and expedite this interlibrary loan process. Eligible USI students and faculty may submit online requests via the library's web site.

Other aspects of the library's integrated online system include a checkout system that allows students and staff with a library-barcoded University Eagle Access Card to check out materials easily. The library user may search the online catalog by author, title, keyword, or subject, and identify an item's location and availability. If an item is already checked out by someone else, a request may be made to place a hold on that item and be notified when it is returned. Users may renew books online prior to the due date unless an item is overdue or on hold for someone else. The security and circulation system includes self-check machines on each floor to speed the check-out process for books.

As the variety and complexity of sources in many formats increases along with the necessity for evaluating their worth, formal library class instruction has become even more essential. Instructors may schedule sessions customized to individual course needs for their classes with a library assignment by contacting the Instructional Services librarian. This instruction is

usually provided in Lab A on the main level, so that hands-on learning is possible. Lab A is reserved for these classes, but open for general student use when classes are not scheduled. Lab B is almost always open for student use. Library staff are available at the Reference and Checkout counters to provide assistance to library users.

OFFICE OF NEWS AND INFORMATION SERVICES

The News and Information Services Office develops, writes, and distributes official news releases to internal and external audiences to communicate the University's academic activities, its service to the community, and the achievements of its students, faculty, staff, and alumni. The goal is to enhance USI's position as a comprehensive educational institution.

University writers work with journalists to generate news coverage for USI, its faculty and students, and higher education in general. They also write stories for the USI web site to describe the programs, services, events, students, and alumni of the University.

This office reaches out to University offices to help with editorial development including consultation for pages on the USI web site. The office publishes *USI Today*, the online employee newsletter; *USI Magazine*; Speakers Bureau directory; and it maintains an experts listing of faculty and administrative staff.

Photojournalists take photographs and keep photo records of campus events and personalities for campus publications, the USI web site, and other promotional efforts.

The office publishes an Editor's Manual on the web at www.usi.edu/newsinfo/editorsmanual/index.asp. The manual is a style book to assist writers in providing a consistent style when writing about the University and its people and programs. Staff members are available to write and edit copy for University marketing pieces, advertising, and content for the web. Contact the director at kfunke@usi.edu or 812/465-7050 for details of this service.

DEPARTMENT OF PUBLISHING SERVICES

Publishing Services functions as a full-service in-house agency, coordinating the development and production of all University publications. Magazines, brochures, posters, banners, signs, forms, booklets, stationery, business cards, and invitations are examples of items produced by Publishing Services for the University community. All publications, whether produced in house or outsourced by the Publishing Services office, must be reviewed and approved by the director for quality, content, University standards, logo/wordmark usage, and postal regulations. Any off-campus printing or copying must have prior authorization from the director of Publishing Services. Projects are initiated using the Publishing Services Requisition form in Outlook.

For assistance with publication planning, design, and printing, contact the Publishing Services office at 812/464-1954 or by email. Located in the Publishing Services Center on Clarke Lane near Reflection Lake, office hours are from 8 a.m. to 4:30 p.m., Monday through Friday.

Turnaround Time – Turnaround time for a printing project should be discussed with the director or assistant director in the earliest part of the planning stage. Allowing realistic production time prevents delays in final product delivery. Four to eight weeks will cover most printing projects; however, each project is unique and schedules will vary based on specific requirements. Publishing Services will make every effort to accommodate emergency situations.

Graphic Design – Publications are designed by a professionally trained in-house staff using current state-of-the-art technology and design software. Pieces are produced with purpose, quality, and economy in mind. Projects are designed to meet USI graphic and editorial standards and benefit from thorough proofreading. Adherence to strict postal requirements is designed into mail pieces. Paper, ink color, publication size, and other details are established prior to proceeding with design and/or printing.

Printing and Bindery – Publishing Services' in-plant reprographic facility offers a full range of services. A complete digital workflow is used for prepress print production work. The press area features one-color to multi-color offset printing capability. A variety of bindery equipment, such as a guillotine-style cutter, folder, stitcher, drill, and more, complete the production process.

Large Format – High-quality large-format printing capability permits on-campus production of large-format posters, banners, displays, and yard/boulevard signs. The printer is capable of outputting up to 44" in width on a continuous roll. Various materials are available. Foam core mounting, laminating, and sign mounting are available. Projects may be designed by Graphic Design services or the customer may send a file ready to print.

Environmental Graphics – Publishing Services provides job management, design, and vendor resources for specialty graphics targeted to outdoor audiences. Projects such as construction zone wraps, ball field graphics, pole banners, oversize banners, and many other types of outdoor marketing have become desirable in recent years. This office is the on-campus resource for projects of this type.

Copy Services – Publishing Services manages the University's centralized copier fleet program and also provides a centralized, staffed Copy Services Center. Large volume (more than 10 copies of each original), specialty photocopying, high-quality color copying, large format projects, and a full range of bindery services are offered through the Copy Services Center located in the Publishing Services Center. University offices can access Copy Services' high-speed copier as a network printer device

from each workstation, improving turnaround time and quality, as well as providing a 20 percent cost-per-copy savings. Instructions for network access can be obtained from Copy Services.

Copy projects are initiated using the Copy Services Request form in Outlook, or paper order (upon request). Walk-up service is available. Hours are 8 a.m. to 4:30 p.m., Monday through Friday. The Copy Center is closed during winter break.

Department and Student Copiers – Digital copiers, both standard and color, are conveniently located throughout campus for faculty and staff and are activated by assigned codes. These copiers are networked, allowing approved department users to also access them from their desktops, benefiting from digital quality, convenience, and confidentiality. Designated student copiers are activated by coin or Eagle Access cards. With the permission of departments, students also may access departmental copiers using the Flex strip on their Eagle Access cards. Photocopier acquisition and maintenance contracts are managed by Publishing Services.

Variable Data Printing – The high-volume, high-speed copier in Copy Services features variable data printing capability to assist departments in producing custom letters or other forms of personalized communication from a digital database. At 120 copies per minute, this resource is preferable to desktop printers for this work. Variable data projects should be requisitioned using the Publishing Services Requisition form in Outlook.

Questions about photocopying and variable data printing should be directed to the Copy Services supervisor at extension 1889.

General guidelines, stock and custom products, and other useful information can be found at www.usi.edu/printing.

PUBLIC SAFETY DEPARTMENT (SECURITY AND PARKING)

Security

The public safety officers are responsible for traffic control, preliminary emergency medical care, security of physical assets, and the safety of the University's employees, students, and guests. They provide their services to the campus and student residences 24 hours a day, seven days a week, through the deployment of vehicle, foot, and bicycle patrols.

The University of Southern Indiana strives to create and maintain a safe and secure environment on all properties it owns, leases or manages for official activities. In order to be successful in providing the highest degree of safety and security on the campus and in the residences, it is important for the campus community to follow good safety and security practices. Students and employees are encouraged to know as much as possible about the frequency and type of security breaches which occur on University property. To that end, the University Public Safety Department records and annually publishes statistics on crime and security matters, and the

University provides timely warnings of crimes or incidences, which may be considered a threat to the University community. A copy of the annual statistical report can be requested from the Security Office.

Further, the Public Safety Department takes a leadership role in campus safety by providing and encouraging the campus community to utilize their services which includes educational programs on campus safety, preventative patrols, crime prevention, and free escort services. The campus community is encouraged to report any suspicious/criminal behavior or threat. This type of activity can be reported either in person, telephone, silent-witness email, or by using the emergency telephones. The emergency telephones ring directly to the Public Safety Building and are located throughout the campus and the residences.

Parking

Non-restricted parking in USI's campus lots is available to commuters and visitors on a first-come, first-served basis. Campus lots have few restrictions, and those areas with restrictions have them posted.

O'Daniel South, O'Daniel North, McDonald West, and McDonald East campus apartments and Newman, Governors, O'Bannon, and Ruston residence halls have restricted parking. Parking spaces in campus apartments are reserved for residents of each complex. Apartment residents are not permitted to park in campus lots between 6 a.m. and 3 p.m. on class days. Visitors to campus apartments must park in visitor areas only. Students living in residence halls are restricted to parking lots M & O, the last two rows of parking lot D, and the last row of parking lot E. All restricted parking areas are marked with appropriate signage.

Important Telephone Numbers

Security	812/464-1845
University Emergency Telephone	812/492-7777
Parking	812/465-1091

OFFICE OF SPECIAL EVENTS AND SCHEDULING SERVICES

The Office of Special Events includes units responsible for Special Events, Conference and Meeting Planning, Scheduling Services and facility management for the University Center (UC).

Special Events produces major events on campus that are fundamental to the image of the University. These events emphasize University growth, recognition, and appreciation of the accomplishments of students, prospective students, faculty, and employees. Special Events is responsible for implementing functions hosted by the University president; events recognizing special friends, donors of the University, and governmental representatives; student academic honors convocations; USI Foundation meetings; and Board of Trustees meetings. Special Events plans fall and spring Commencement exercises, facility ground-breakings and ribbon cutting ceremonies, and employee recognition programs. Special Events markets USI as a summer conference site to student and professional organizations seek-

ing meeting, recreational, sleeping, and dining facilities for multi-day conferences.

Conference and Meeting Planning develops and serves hundreds of programs in the University Center and on campus that emphasize student development, education, social and economic growth, and civil and cultural awareness for traditional college-age students, summer conference programs, and off-campus events sponsored by community groups. Additionally, Conference and Meeting Planning supports outreach programs of short duration presented by the University for non-credit college students in Southwestern Indiana. The objective of this group is to provide quality planning assistance plus room set-up accommodations, audio-visual equipment, and a high level of on-site support to these events.

Scheduling Services interfaces with student, faculty, administrative staff, and off-campus group meeting/event sponsors to reserve space on campus for their events. Scheduling specialists reserve the most appropriate space for each event based on location, anticipated attendance, and time of year and day. This group establishes reservations for and maintains the University's master calendar of events to ensure continuity of traditional annual events on campus. This group also maintains an electronic software program to record all events and activities scheduled in campus buildings and on the grounds.

The majority of events are held in the University Center (UC). The UC plays a vital role in serving the on-campus meetings, activities and dining needs of students, faculty, staff, alumni, community and residents from the Tri-state area. In the management capacity of the University Center, the department's goal is to consistently maintain the integrity and quality of the facility and furnishings to provide a convenient and pleasant environment for all activities.

The Office of Special Events and Scheduling Services maintains a calendar of major events scheduled in the Evansville community. When contemplating an event, sponsors may call this office to avoid scheduling conflicts.

For additional information, call the Office of Special Events at 812/464-1930.

VETERANS' SUPPORT SERVICES

Staff work with prospective and enrolled students who are veterans, servicepersons, dependents, survivors of veterans, and other eligible persons to keep them informed of available veterans education programs, including the G.I. Bill and the Yellow Ribbon Program. There are several educational assistance programs and the basic eligibility criteria usually vary from one to another.

This is the certifying office for the enrollment of persons training under the veterans' programs. All veterans, servicepersons, dependents, and survivors of veterans, and anyone else who may be eligible for veterans' assistance should contact this office. Students receiving Veterans Affairs education benefits

must make contact with this office each semester to begin or continue their certification of enrollment process to the Veterans Affairs Regional Office.

Staff provide outreach, counseling, and academic assistance referral for veterans and servicepersons throughout the academic year.

This office also evaluates, as per the American Council on Education's recommendations, military experience for University credit. Those wishing to have their military experiences evaluated for possible University credit should contact Veterans' Support Services at 812/464-1857 for required documentation and requirements.

STUDENT RIGHTS AND RESPONSIBILITIES

PREFACE

Higher education plays a vital role in developing future leaders by providing students with educational opportunities both in and outside the classroom. As an institution of higher education, the University of Southern Indiana is a learning community dedicated to excellence. All USI students are presented with rights, privileges, and opportunities by choosing to become a part of the USI community.

In order for USI community members to live and learn in harmony, they must assume responsibility for their actions and respect the rights of others. Students, faculty, staff, and alumni make a commitment to furthering the mission of the University of Southern Indiana.

The University of Southern Indiana expects and requires all of its students upon admission to the University to develop, adhere to, and maintain high standards of scholarship and conduct. The *Student Rights and Responsibilities: A Code of Student Behavior* is the guiding document for USI community standards and outlines all rights and responsibilities afforded to USI students.

1.0 PURPOSE AND APPLICATION

The University of Southern Indiana is charged by the State of Indiana with the responsibility for the development and administration of institutional policies and rules governing the role of students and their behavior. *Student Rights and Responsibilities: A Code of Student Behavior* contains statements of those University regulations and policies relevant to the academic and co-curricular experience.

The University community is not a sanctuary from the law, and all students of the University are subject to federal, state, and local law. This document forms the basis for student behavioral expectations in the USI community and the greater community at large. The standards of conduct apply to students while on University-owned or -controlled property, when attending University-sponsored events off campus, or when off-campus conduct poses a threat to the University's educational mission or property or to the health or safety of University community members.

In addition, the University is a forum for the free expression of ideas. The development and enforcement of these standards of behavior is designed to foster students' personal, social, and ethical development. These standards serve to promote the protection of the rights, responsibilities, and health and safety of the USI community, so that its members may pursue educational goals.

1.1 STUDENT RIGHTS AND RESPONSIBILITIES

The following statement of students' rights and responsibilities is intended to reflect the base upon which the *Student Rights and Responsibilities: A Code of Student Behavior* document is built.

Student's Rights

- A student has the right to participate in a free exchange of ideas, and there shall be no University policy that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly in accordance with applicable federal, state, and local laws.
- Each student has the right to be free from discrimination, including harassment, on the basis of race, sex, religion, disability, age, national origin, sexual orientation, or veteran status.
- A student has the right to personal privacy except as otherwise provided by law and University policy and this will be observed by students and University authorities alike.
- Each student subject to disciplinary action arising from alleged violations of the Student Rights and Responsibilities: A Code of Student Behavior will be assured procedural due process. In conduct proceedings, the student will be guaranteed due process.

Student's Responsibilities

- A student has the responsibility to be fully acquainted with the published Student Rights and Responsibilities: A Code of Student Behavior in its entirety and to comply with the policies as well as all federal, state, and local laws.
- A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
- A student has the responsibility to recognize the University's obligation to provide an environment conducive to learning.

Student's Relation to University Community

The University of Southern Indiana, as an institution of higher education, and any division or agency which exercises direct or delegated authority for the institution, has rights and responsibilities of its own, including:

- To provide opportunities for students of the University to present and debate public issues.
- To require persons on University-owned or -controlled property to present appropriate identification.
- To establish reasonable standards of conduct for all persons on the campus in order to safeguard the educational process and to provide for the safety and welfare of its students, visitors, and University property.
- To restrict students of the University from using its name, its finances, or its physical and operating facilities for commercial activities, except in cases involving registered student and faculty groups as provided for in policies governing use of the campus facilities and fund-raising activities.
- To provide, for registered student groups of the University, the use of campus facilities under the policies of the campus.

Student's Relation to External Community

Students attending the University take on responsibilities not only of campus citizenship but also community citizenship. When community standards are not respected and upheld by students, conflicts between students and other community members may result. Such conflicts are destructive to relationships in the community and detrimental to the image of the University, as well as to the reputation of the student body.

Student Employee Responsibilities

When students commit acts that potentially violate this code while in their capacities as student employees, the University reserves the right to review those potential conflicts with these standards. When viewed as appropriate, the University may pursue resolution of those conflicts under this Code in addition to any other personnel actions that may be taken against the students as employees.

1.2 OUTSIDE SPEAKERS POLICY STATEMENT

The University of Southern Indiana considers freedom of inquiry and discussion essential to a student's educational development. Through open discussion of ideas and exchange of opinions, one can become informed and can test and give expression to his/her values as they relate to issues concerning him/her and society.

The University recognizes its responsibility to provide students with opportunities to develop themselves as responsible, thinking individuals. Furthermore, the University endeavors to develop in those students a realization that all citizens have not only the right, but also the obligation to inform themselves about various issues, views, and opinions. The appearance of visiting speakers is encouraged by the University as one means by which members of the University community receive the opportunity to explore a variety of views and opinions.

The University recognizes that any subject or view may be repugnant or distasteful to an individual or group holding divergent views. The University also recognizes that the question of appropriateness is not determined by subject matter as such, but by the method of presentation and extent to which critical examination occurs through disciplined inquiry by faculty and students.

Restraints on activities connected with learning should be held to that minimum, consistent with preserving an organized society in which peaceful, democratic means for change are utilized. Each individual has the right to express ideas and opinions; the individual must, however, recognize that those with different opinions have the same rights. Exercise of rights involves acceptance of responsibility. True to the University's norms of advancing inquiry, a visiting speaker should expect and be prepared for critical examination of his or her presentation.

Un-sponsored speakers (defined as those not invited by a recognized University organization or as part of a scheduled University event) are discouraged. To minimize disruption of campus activities and the orderly movements of pedestrian and vehicular traffic, un-sponsored speakers are restricted to the lawn area south-southeast of the Orr Center. On the basis of these premises, the University of Southern Indiana will encourage any University registered student organization, faculty, administrators, or staff to invite speakers to campus with the following provisions:

1. That the speaker shall not advocate for or incite imminent unlawful activity or engage in activity that constitutes a

breach of peace or materially disrupts or interferes with the normal activities of the University; and that the speaker be aware that any personal violation of any federal or state law on the speaker's part will make the speaker subject to action by the regular civilian authorities administering federal and state laws;

2. That following the speaker's presentation, adequate time be allowed and opportunity provided for questions and criticisms from members of the audience. The speaker must be aware of and agree to this condition;
3. It should be made clear to the academic community and the community at large that the presence or sponsorship of a guest speaker does not imply approval, support, or endorsement by the University of the speaker or of the views or ideas expressed by the speaker;
4. That a member or members of the sponsoring group be with the speaker to present the speaker and his/her topic as well as to conduct any question period;
5. That to schedule the event properly, to assure adequate facilities, to ensure the necessary publicity, and to assure proper procedure, the sponsoring group wishing to invite a visiting speaker to the University make all arrangements for reserving space with appropriate University officials at least two weeks in advance of the speaker's appearance (unless the president or her designee waives the time requirement); and
6. That violation of the stated policy and procedure subjects the sponsoring group and its members to sanctions as outlined in University policies.

Registered organizations are subject to Appendix C, Section C.9, numbers 8a-e of *Student Rights and Responsibilities: A Code of Student Behavior*.

1.3 CHANGES TO THE CODE

The dean of students is charged with maintaining and updating of the *Student Rights and Responsibilities: A Code of Student Behavior* which is updated annually and published in conjunction with the *USI Bulletin*. *Student Rights and Responsibilities: A Code of Student Behavior* also is published in the student planner and on the University of Southern Indiana web site.

Any changes to the *Student Rights and Responsibilities: A Code of Student Behavior* between publication dates will be disseminated to students in the following manner:

- An official announcement will be posted to the following locations:
 - University of Southern Indiana web site (www.usi.edu)
 - USI Dean of Student's web site (www.usi.edu/stl)
 - myUSI (my.usi.edu)
 - *The Shield*, the student newspaper of USI
 - All currently-admitted students will be emailed an update notice to their official University email address directing them to the web site for changes or deletions to the *Student Rights and Responsibilities: A Code of Student Behavior*.

2.0 COMMUNITY STANDARDS

Students are expected to do one or more of the following when in the presence of a potential code violation: a) personally confront the violation; b) bring the violation to the awareness of a staff member; c) leave the scene of the violation, if not responsible for the space in which the violation is occurring.

2.0.1 Responsibility to Others

A student has a responsibility to ensure the well being of his/her guests and fellow students. If an individual needs emergency medical attention, the student is required to call an ambulance or other appropriate emergency response personnel (University security, ambulance, police, fire, etc.) to gain that assistance. If a student fails to carry out this responsibility, the student may be subject to severe University sanctions and may potentially be subject to additional civil and/or criminal liability.

2.1 ALCOHOL AND/OR DRUG USE

2.1.1 Alcohol on USI Property

The manufacture, sale, transfer, purchase, transportation, possession, or consumption of an alcoholic beverage anywhere on University-owned or -controlled property (including University-owned or -leased vehicles, regardless of location), is prohibited by the University; exceptions are granted by the president or her designee.

2.1.2 Alcohol at Student Organization Events

Recognized USI student organizations planning off-campus events where alcohol may be served must adhere to the guidelines established by the University. See appendix C.

2.1.3 Being Under the Influence of Alcohol

Being under the influence of alcohol is a violation of this code when a person is on University-owned or -controlled property, or at a USI-sponsored or -supervised function, and: 1) endangers, or may endanger, the safety of others, property, or themselves; or 2) causes a disturbance.

2.1.4 Contributing to the Delinquency of a Minor

Contributing to the delinquency of a minor is prohibited. This includes but is not limited to, purchasing alcohol for a minor, giving alcohol to a minor, encouraging a minor to drink alcohol, etc.

2.1.5 Driving Under the Influence of Alcohol or Other Drugs

Driving while under the influence of alcohol or illicit drugs on University-owned or -controlled property or in association with any other USI-sponsored or -supervised organizations or activities is prohibited.

2.1.6 Drug-Related Violations

Being under the influence, possessing, manufacturing, exchanging, distributing, purchasing, using, or selling illegal drugs or any controlled substance, including marijuana, abuse of over-the-counter drugs, inhalants, etc., except pursuant to a physician's/dentist's prescription, or possessing paraphernalia for drug use on University-owned or -controlled property or at USI-sponsored or -supervised events is prohibited.

2.2 ATTEMPTS TO COMMIT AND/OR COMPLICITY IN PROHIBITED ACTS

2.2.1 Attempts

Attempts to commit acts prohibited by the standards of the Code of Student Behavior may be sanctioned to the same extent as if one had committed the prohibited acts.

2.2.2 Complicity in Prohibited Acts

Knowingly encouraging or assisting others to commit such acts that are prohibited by this code may be sanctioned to the same extent as if one had committed the prohibited act.

2.3 VIOLATIONS OF LAW

The University reserves the right to address any alleged violations of federal, state, and local law occurring on or off campus, including other University campuses.

2.4 PROPERTY VIOLATIONS

2.4.1 Property violations include but are not limited to criminal violations such as burglary, robbery, theft, trespassing, and vandalism.

2.4.2 Theft or removal of University property and/or furnishings including but not limited to furniture, artwork, plants, electronics, window screens, and signs from their designated locations is prohibited.

2.5 AGGRESSIVE OR ABUSIVE BEHAVIOR/PHYSICAL OR VERBAL

2.5.1 Physical Abuse

Physical abuse is prohibited and includes but is not limited to unauthorized touching, use of physical force, violence, or intoxicants or other substances to restrict the freedom of action or movement of another person or to endanger the health or safety of another person.

2.5.2 Threatening Behavior

Behavior that involves an expressed or implied threat, the use of words inherently likely to provide an immediate violent reaction when directed toward a specific individual, or any behavior that has the purpose or reasonably foreseeable effect of creating a hostile environment by, but not limited to, interfering with another individual's personal safety, safety of property, academic efforts, employment, or participation in University-sponsored activities and causes that person to have a reasonable apprehension that such harm is about to occur, is prohibited.

2.5.3 Intimidation

Intimidating or threatening others is prohibited.

2.5.4 Hazing is a broad term encompassing any action or activity that inflicts or intends to cause physical or mental harm or anxieties; that may demean, degrade, or disgrace any person, regardless of location, intent, or consent of participants. Hazing also can be defined as any action or situation, on or off campus premises, that intentionally or unintentionally endangers a student for admission into or affiliation with a

student organization, team, or group. Such activities and situations include, but are not limited to, paddling in any form; creating excessive fatigue; forced consumption of any substance; forced road trips; morally degrading, demeaning, unsanitary, humiliating games or stunts; and harassment, ridicule, or other activities prohibited by law or University policy.

Hazing in any form is prohibited by the University and state law. It is the responsibility of the organization, team, and its leadership in conjunction with the advisor, coach and, where appropriate, (inter)national organization, to protect its new members, associate members, members, or other persons associated with the organization from any hazing ceremony, activity, or practice conducted, condoned, or encouraged by the current members of the organization, alumni(ae), or other associates. The University or prospective group members may file a complaint of hazing against all parties as individuals and/or against the group or organization. In addition, individuals and/or groups also may be subject to criminal and/or civil liability outside the jurisdiction of the University.

2.6 DISORDERLY CONDUCT/INDECENT BEHAVIOR

Disorderly, lewd, indecent, or obscene conduct is prohibited, including the expression of such on University-owned or -controlled property or at University-sponsored or -supervised events, on or off campus.

2.6.1 The essential element to disorderly conduct is intentionally causing or recklessly creating a risk of public inconvenience, annoyance, or alarm without proper authority, such as by fighting or engaging in violent behavior, making unreasonable noise, obstructing vehicular or pedestrian traffic, disturbing a lawful assembly, streaking, etc.

2.6.2 Lewd, indecent, or obscene behavior is behavior that flagrantly flaunts community standards with respect to sexuality.

2.7 ENDANGERMENT OF INDIVIDUALS OR THE SAFETY OF INDIVIDUALS

2.7.1 Initiating or circulating a report or warning concerning an impending bombing, fire, or other emergency or catastrophe knowing that the report is false; making a false report concerning a fire or that a bomb or other explosive has been placed in any University building or elsewhere on University-owned or -controlled property; or knowingly transmitting such a false report to an official or an official agency is prohibited.

2.7.2 Willful failure to comply with orders issued by any University personnel under emergency procedures or directives during a tornado, fire, fire drill, bomb threat, earthquake, or other natural disaster is prohibited.

2.7.3 Tampering with any fire protection sign or device or any other emergency equipment including but not limited to fire extinguishers, fire hoses, smoke/heat detectors, and other alarm systems, for reasons other than an actual emergency, except when done with the reasonable belief that such an emergency exists, is prohibited.

2.7.4 Damaging or attempting to damage property or structures on University-owned or -controlled property by fire or any other incendiary device is prohibited.

2.7.5 Acts on or off University property related to the safety and security of the University community and its members, the integrity of the educational process, or the interests of the University.

2.8 STALKING

Willfully, maliciously, and repeatedly following or harassing another person in a manner that would cause a reasonable person to feel frightened, intimidated, threatened, harassed, or molested is prohibited.

2.9 SEXUAL HARASSMENT

As part of its commitment to equal opportunity, the University of Southern Indiana prohibits sexual harassment among members of the educational community which include employees and students, including student-to-student and other peer sexual harassment.

Sexual harassment is defined as: “Unwelcome or unwanted advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature on or off campus when:

- submission to or toleration of such conduct is made explicitly or implicitly a term or condition of an individual's employment, academic standing; or
- submission to or rejection of such conduct is used as a basis for an employment or academic decision affecting such individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive environment for work or learning.

See Sexual Harassment Policy, www.usi.edu/hr/handbook.pdf, item F.1

2.10 SEXUAL IMPOSITION

Sexual imposition is much broader than the traditional concept of rape. Sexual imposition is prohibited and involves sexual acts or sexual contacts with others that can involve compelling a victim to submit to sexual acts or contacts by force or threat of force, use of intoxicants to impair substantially the victim's power to give consent, engaging in such acts when there is reasonable cause to believe the other person suffers from a mental state which renders him or her incapable of understanding the nature of the contact, or when the victim is a minor.

The abuse of alcohol or other substances does not relieve individuals of their responsibilities to themselves or others.

2.11 WEAPONS/EXPLOSIVES/HAZARDOUS MATERIALS

The transfer, sale, use of, possession of weapons, including but not limited to: firearms, ammunition, bombs, explosives, clubs, dirks, martial arts weapons, sling shots, bows and arrows, sabers, swords, knives with blades in excess of three (3) inches except kitchen knives used in the preparation and/or serving of food, war souvenirs, incendiary devices, fireworks, paintball guns, pellet guns, BB guns, stun weapons, tasers, or look-alikes, dangerous chemicals or fuels, or other destructive devices or substances, are not allowed on University-owned or -controlled property unless permission for possession and/or use has been authorized by an appropriate University official. Duly-licensed officers of the law are exempt from this policy. For authorization, contact the Department of Public Safety.

2.12 ANIMALS

Animals, defined as domesticated pets, may be on campus under the following conditions:

- The animal is part of a classroom demonstration—the animal should be brought on campus immediately before the class and removed from campus immediately after class. The animal must be on a leash or carrying case when in transit.
- The animal is a service animal. Service animal means an animal that a person who is impaired by: (1) blindness or any other visual impairment; (2) deafness or any other aural impairment; (3) a physical disability; or (4) a medical condition; relies on for navigation, assistance in performing daily activities, or alert signals regarding the onset of the person's medical condition. The University reserves the right to ask for verification of training that has been provided, as well as the nature of the services being performed. The University may require that the animal undergo additional training, or be removed from the property, if it does not meet the service animal description, or if it has become disruptive.
- With permission of the president or her designee.
- Animals may be "exercised" on campus as long as they are on a leash. Any animal brought on University-owned or -controlled property must be immunized against rabies and meet local immunization requirements.
- Animals other than tropical fish are prohibited in student residences. Fish are allowed in the residence halls and apartments as long as they are well maintained and aquariums hold no more than 20 gallons of water.

2.13 COMPUTER-RELATED INAPPROPRIATE BEHAVIOR

- Unauthorized use, sharing, lending, or borrowing of an account is prohibited.
- Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing is prohibited. Violation may subject a student to civil and criminal liabilities in addition to University sanctions.
- Using the computer facilities for purposes other than those for which the account was issued is prohibited.
- Storing game programs on allocated disk space or private tape, except when authorized in writing by the Computer Center director or the director's designee, is prohibited.
- Using the University's computer systems for commercial purposes without written authorization of the Computer Center

director or the director's designee is prohibited.

- Copying, altering, or destroying the files or output of another individual without the express permission of that individual is prohibited.
- Contact the Computer Center for additional Data Communications and Computer Use policies and procedural guidelines.

The entire policy can be viewed at www.usi.edu/compctr/policy.asp.

2.14 TELEPHONE AND RELATED EQUIPMENT ABUSE

- Intentionally making telephone call(s) to or from the University for the purpose of abusing, threatening, annoying, or harassing another person is prohibited.
- Charging, or causing to be charged, any long distance or other toll telephone calls to University telephone accounts without proper authorization is prohibited.
- Damage or destruction to the University's telephone system and any of its telephone instruments or equipment is prohibited.
- Using or abusing telephone equipment, lines, or accounts belonging to the University or to University employees, students, and/or faculty without authorization, or for purposes other than those originally granted authorization, is prohibited.

2.15 IDENTIFICATION/FAILURE TO COMPLY

2.15.1 Failure to produce either a University identification card or a driver's license upon request by any University official including but not limited to USI security officers, Housing and Residence Life area coordinators and resident assistants, and program sponsors in the performance of their duties, is prohibited.

2.15.2 Failure to comply with the instructions or directions of University officials in the performance of their duties is prohibited. Such acts may include but are not limited to intentionally, knowingly, or recklessly obstructing or delaying any University proceedings, failing to cooperate with an investigation, fleeing a University official, and/or failing to comply with assigned University behavior sanctions.

2.15.3 Bribery

The offering, giving, receiving, or soliciting of anything of value to influence the official decision or action of a University employee or official, or a person in a position of trust or influence, is prohibited.

2.16 DECEPTION/FALSIFICATION/MISREPRESENTATION

2.16.1 Dishonest behavior is prohibited. Dishonest behavior includes but is not limited to falsely accusing another individual of inappropriate behavior; possessing, manufacturing, using, or furnishing false identification; and forgery, alteration, misuse, or unauthorized destruction of any University document, record, or identification. Such documents include but are not limited to student identification cards, parking permits, transcripts, charge slips, meal cards, receipts, grade reports, etc.

2.16.2 Representing a University entity falsely and/or committing or using the resources of any University entity without proper authorization is prohibited.

2.16.3 Making false accusations of inappropriate behavior under this code against another individual; providing false information or falsified evidence with the intent of harming another individual; attempting to intimidate witnesses and/or altering or destroying evidence necessary to conflict resolution pending with the University is prohibited.

2.16.4 Failing to keep the Office of the Registrar (Orr Center) notified of current local, permanent, and email addresses, or providing a false or fictitious address(es) for the purpose of evading University responsibilities, is prohibited.

2.17 INTERFERENCE WITH UNIVERSITY CONDUCT PROCESS

Interfering with the discipline procedures or outcomes including but not limited to falsification, distortion, or misrepresentation of information before a hearing officer or hearing panel; knowingly initiating a complaint without cause; harassment and/or intimidation of any member of a hearing panel, witness(es), or University personnel before, during, or after a proceeding; failure to comply with the sanction(s) imposed by either a hearing officer or hearing board, are prohibited.

2.18 GAMBLING

Gambling for money or other things of value on University-owned or -controlled property on or at University-sponsored activities is prohibited, except as permitted by federal, state, and local law.

2.19 BAD DEBTS/FINANCIAL RESPONSIBILITY

2.19.1 Payment

All students must pay in full any debts to USI, including but not limited to tuition/fees, room and board charges, long distance telephone bills, and library fines. Any failure to meet these obligations may result in a denial of registration or graduation privileges, denial of occupancy and/or continued occupancy of any University housing accommodation, or a refusal to forward an official transcript.

2.19.2 Financial Aid Misuse/Abuse

Misusing financial aid through fraud or abuse is prohibited.

2.19.3 Student Organization/Individual Debt

USI bears no responsibility for the financial obligations of individual students or student organizations. Any debts incurred, either on or off campus by students or student groups, will be the responsibility of the student or the organization and its leadership. In the event an organization dissolves and is no longer in existence, the individuals holding leadership positions at the time the debt was incurred will maintain responsibility for settling outstanding debts.

2.20 Tobacco-free policy

- It is the policy of the University of Southern Indiana to promote and maintain a clean and healthy working and learning environment for students, faculty, staff, and visitors.
- The University expects the cooperation and commitment of all students, faculty, staff, and visitors in maintaining a smoke-free environment and an environment free from smokeless tobacco waste. Smokeless tobacco consists of the use of snuff, chewing tobacco, smokeless pouches, or other forms of loose-leaf tobacco.
- Effective July 1, 2011, the University of Southern Indiana prohibits smoking or the use of tobacco or tobacco products:
 - on university-owned, -operated, or -leased property
 - in university-owned, -operated, or -leased vehicles
- The use of tobacco or tobacco products in personal vehicles on university-owned, -operated, or -leased property is allowable.
- This policy extends to all university property and all campus sports facilities.
- Smoking or the use of tobacco or tobacco products is prohibited inside all student housing facilities. This includes resident halls, apartments, common areas, balconies, building entries, and student rooms. Smoking is permitted in designated outdoor areas in student housing.
- Enforcement of this policy will depend upon all members of the campus community to comply with and encourage others to comply with this policy in order to ensure a health environment to work, study, and live. Primary enforcement of this policy will be the responsibility of those persons who head individual units, departments, buildings, student housing units, those who supervise faculty and staff, security personnel, and others designated by the University.
- Violations of this policy will be handled through existing processes already in place for students, faculty, and staff. Student violations will be processed under the Student Rights and Responsibilities: a Code of Student Behavior. Complaints regarding violations of this policy should be referred to the appropriate dean or director or Human Resources manager for faculty or staff and to the dean of Students for students.

2.21 DISRUPTION OF UNIVERSITY BUSINESS

Disruption or obstruction of teaching, research, administration, public service functions, meetings of University committees or boards, or of any other authorized University activity or organization on or off University premises (including but not limited to ingress or egress; classes; studying; social, cultural, and athletic events; computing services; registration; governance meetings; Housing and Residence Life and Dining Services), such that the function or service is materially or repeatedly or substantially disrupted or obstructed is prohibited.

2.21.1 Classroom Disruption

Behavior a reasonable person would view as substantially or repeatedly interfering with the instructor's ability to teach the class or the ability of other students to benefit from the instructional program is prohibited. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any acts that result in disruption of a

class may be directed by the faculty member to leave the class for the remainder of the class period. For longer periods of removal from a class see section III. Faculty and Academic Policies of the University Handbook.

2.22 MISUSE OF PROPRIETY INFORMATION

Unauthorized use of information or misuse of information, in whatever form, proprietary to the University or a University official, employee, or student is prohibited. "Proprietary" means property in which the University or its employee(s) and/or student(s) have a legal interest. This includes but is not limited to copyrightable materials, patents, trademarks, and service marks. See University of Southern Indiana Intellectual Property policy in full at www.usi.edu/HR/handbook/HBR8.03/HBSectionF.8.03.doc.

2.23 TRAFFIC AND PARKING REGULATIONS

Students are expected to uphold and abide by all USI traffic and parking regulations. The complete regulations are published in a brochure entitled "University of Southern Indiana Motor Vehicle and Parking Regulations," located in the department of Security and Transportation, or online at www.usi.edu/security/vehicle.asp.

2.24 SALES/SOLICITATION

Unauthorized sales, canvassing, peddling, soliciting, distribution, or posting of any written or printed material by non-University individuals or organizations is not permitted on University-owned or -controlled property without the written permission of the president or her designee. This includes the use of electronic mail and web page solicitations. Students and/or student groups seeking authorization should contact the Office of Scheduling Services.

2.25 STUDENT ORGANIZATIONS

Behavior that conflicts with regulations established by the University for student organizations is prohibited, including but not limited to misappropriation of funds, misuse of property, improper registration or misrepresentation of an organization or group, abuse of student election regulations, or failure to abide by University policies, procedures, and regulations See Appendix C.

2.26 UNAUTHORIZED SURVEILLANCE

Making unauthorized video or photographic images of a person in a location in which that person has a reasonable expectation of privacy, including, but not limited to, shower/locker rooms, residence hall rooms, and men's or women's restrooms, is prohibited. Also prohibited is the storing, sharing, and/or other distribution of such unauthorized images by any means.

2.27 UNAUTHORIZED USE OR ENTRY

Unauthorized entry into or use of any University building, facility, vehicle, equipment room, or area is prohibited. This includes, but is not limited to, unauthorized possession or use of University keys, computers, lock combinations, or pass codes. Unauthorized entry upon the performance area or the

spectator areas of any University event, including but not limited to athletic contests, exhibitions, and musical or theatrical events is prohibited.

2.28 UNIVERSITY HOUSING SAFETY AND SECURITY EFFORTS

Due to the nature of the University housing environment, safety and security standards have been established. All students will be held accountable for their behavior in University housing. All students and their guests need to cooperate with efforts to establish a secure campus by complying with policies and cooperating with residence hall staff. The complete University housing policies can be obtained at the Housing and Residence Life Department, or via the web at www.usi.edu/res. See Appendix B.

3.0 ACADEMIC POLICIES

3.1 DEFINITIONS OF ACADEMIC DISHONESTY

The benchmarks of any great University are high academic standards for both faculty and students. For this reason, truth and honesty are necessary to a University community. The University expects both students and faculty to adhere to these principles and to foster them daily. Put simply, this expectation requires each student to do his or her academic work without recourse to unauthorized means of any kind. Both students and faculty are expected to report violations of academic dishonesty. Faculty should explain the special hazards regarding academic honesty in their discipline. Faculty also should plan and supervise academic work carefully so honest effort will be encouraged. All of the prohibitions mentioned below also apply to the use of electronic, photographic, Internet-based, and other media for intellectual and artistic expression.

A. Cheating

A student must not intentionally use or attempt to use unauthorized materials, information, or study aids in any academic exercise.

1. A student must not use external assistance during any examination unless the instructor has specifically authorized such assistance. This prohibition includes but is not limited to the use of tutors, books, calculators, notes, formula lists, cues on a computer, photographs, and symbolic representations. Prohibition also includes transmission of information on any recording or communication device, such as cellular telephone, Internet appliance, digital camera, audio recorder, or personal digital assistant.
2. A student must not copy from another student's work, including but not limited to a test paper, project, product, performance, or electronic document or file.
3. A student must not take a test for someone else or permit someone else to take a test for him or her. A student must not knowingly allow another student to copy one's work in a test.
4. A student must not submit during the same semester substantial portions of the same academic work for credit or honors more than once without permission from all of the instructors who may be involved. In the event a student seeks to submit in a current course a substantial portion of the same academic work submitted in a previous course, only the current instructor need approve.

5. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor. This prohibition includes but is not limited to submitting another's work as one's own, or using commercial term-paper companies, or files of past papers maintained in a residence hall or apartment.
6. Several people must not collaborate on a single project and turn in multiple copies, all represented implicitly or explicitly as individual work.

B. Fabrication

A student must not intentionally falsify or invent any information or citation in an academic exercise.

C. Plagiarism

A student must not intentionally adopt or reproduce ideas, words, or statements of another person without acknowledgment. A student must give due credit to the originality of others and properly reference the following:

1. Quoting another person's actual words;
2. Using another person's ideas, opinion, or theory;
3. Borrowing facts, statistics, or other illustrative material, unless the information is common knowledge.

D. Interference

A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes but is not limited to theft, defacement, or mutilation of common resources so as to deprive others of the information they contain.

E. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty.

3.2 PENALTIES AND PROCEDURES RELATED TO ACADEMIC MISCONDUCT

An act of academic misconduct, even a first offense, places the student in jeopardy of the most severe form of sanction—expulsion from the University.

- A. A faculty member who has observed an act of dishonesty or has other evidence that a student has committed an act prohibited in Section 3.1 shall initiate the process of determining whether the student is in violation of the policy. No penalty shall be imposed until the student has been informed of the charge, has been informed of the evidence on which it is based, and has been given an opportunity to respond.
- B. If the faculty member finds by a preponderance of the evidence the student to be in violation of the academic honesty policy, he or she may assess a penalty affecting the specific project, paper, or test in which the act is found to have occurred. The student may appeal this penalty to the department chair.
 1. If the faculty member wishes to impose a more severe academic penalty (for example, to give a course grade of "F"), he or she will review the incident with the department chair prior to the imposition of the penalty. If the chair

concur with the penalty, the student may appeal to the dean of the college in which the course is taught.

2. In the event the department chair is the instructor of the course, he or she will review the incident with the dean prior to the imposition of the penalty. If the dean concurs with the penalty, the student may appeal to the provost.
 3. In the event the dean is the instructor of the course, he or she will review the incident with the provost prior to the imposition of the penalty. If the provost concurs with the penalty, the student may appeal to the provost's designee.
- C. In all cases where a penalty has been imposed, the faculty member will file the Academic Dishonesty Report Form with the department chair who will forward the report to the dean of the college with a copy to the Office of the Dean of Students. If the student is not enrolled in the college or institution in which the course is offered, the dean of that college or institution will provide a copy of the report to the dean of the college in which the student is enrolled or to the institution of record.
- D. If the department chair and/or dean of the college or institution in which the student is enrolled believe that further action is warranted, additional penalties may be imposed. The department chair may remove the student from the academic major, following review and approval by the dean of the college; the student may appeal this penalty to the provost. The dean may remove the student from the academic college, following review and approval by the provost; the student may appeal this penalty to the Student Academic Grievance Committee.
- E. Any appeal by a student of a decision herein must be made within 14 calendar days of notification of the decision.
- F. In addition to academic penalties, additional university sanctions up to and including suspension and expulsion may be applied when charges are filed under the Student Rights and Responsibilities: a Code of Student Behavior.

3.3 DEGREE REVOCATION/DELAYED DEGREE CONFERRAL

It is the policy of the University of Southern Indiana that degrees may be delayed or revoked when:

- The time period of the disciplinary sanction assigned extends beyond the date of graduation.
- Evidence is presented which verifies that a degree was erroneously conferred when all requirements had not been satisfied at the time the degree was granted.
- Evidence is presented which verifies that a degree had been erroneously conferred as a result of an act of academic dishonesty.

A student's degree may be revoked or the date of conferral may be delayed. In cases where the confirmation of the degree is delayed, the University may allow the student to participate in commencement exercises.

4.0 CONDUCT PROCESS

4.1 PURPOSE

The *Student Rights and Responsibilities: A Code of Student Behavior* has established complaint resolution procedures in order to better serve students, faculty, and staff. The purposes of the complaint resolution procedures include:

- To provide for the education and personal growth of the student;
- To provide for fair inquiries concerning alleged violations of the *Student Rights and Responsibilities: A Code of Student Behavior*;
- To determine through fair procedures whether or not any individual student has actually violated a regulation in the *Student Rights and Responsibilities: A Code of Student Behavior*;
- To allow for consideration of extenuating or mitigating factors where a violation has been found to exist; and
- To determine a conflict resolution that will be appropriate and will also help the student involved make a positive contribution to the University community.

The focus of the complaint resolution procedures shall be to determine whether a student is responsible or not responsible for the violations of which the student is accused.

4.2 STUDENT RIGHTS AND DUE PROCESS IN THE CONDUCT PROCESS

4.2.1 Violation of Policy

A student is considered to have violated the *Student Rights and Responsibilities: A Code of Student Behavior* when the student:

1. Admits to the violation; or
2. Is found in violation of one or more provisions of the *Student Rights and Responsibilities: A Code of Student Behavior*.

4.2.2 Conduct Process

Students alleged to have violated any University policy, including student organization and Housing and Residence Life policies, will be subject to the University Conduct Process. See Appendix B for University housing policies and Appendix C for student organizations and activities policies.

4.2.3 Presentation of Information Relevant to the Complaint Resolution Process

Charged students and complainants will be given every reasonable opportunity to present their information, including questions and presentation of additional testimony, during the complaint resolution proceedings. Students have the right against self-incrimination.

4.2.4 Standard of Proof

The standard of proof will be “more likely than not” University policy has been violated. That proof need only show that the facts are more likely to be so than not so. Evidence, when considered and compared with that opposed to it, has more convincing force and produces in the hearing body’s mind the belief that what is sought is more likely true than not true. (Journal of College and University Law)

4.2.5 University Advisor

The student and the complainant each have the right to an advisor. The student’s advisor must be a member of the University community—student, faculty, administrator, staff, coach, recognized University affiliate, etc. The role of the advisor is to provide support and to assist in preparing for the hearing. Since the complaint resolution process is not a civil or criminal court hearing, the advisor’s role is not that of an attorney representing you. This person may not address the hearing officer or hearing board or ask questions of any witnesses. For assistance in securing an advisor, contact the Office of the Dean of Students.

4.2.6 Witnesses

Witnesses, including the student accused of violating policy, are permitted in all complaint resolution proceedings. Witnesses may present information on behalf of the student or the complainant. It is the responsibility of the student or the complainant to secure their witnesses or witness statements. Witnesses may be questioned by the conduct officer or hearing board members, by the complainant and by the student. Witness(es) will be asked to provide information concerning only the violation(s) being adjudicated. Since the complaint resolution process does not have the authority to subpoena, witness statements may be submitted in place of having witness(es) present during the hearing.

4.2.7 Conduct Process Environment

All hearings are closed to the public. Only individuals involved in the situation may be present. Involved individuals may include:

- Conduct officers and/or hearing board members
- Student accused of violating University policy
- Advisor
- Witnesses*

* *Witnesses will remain only for the duration of their own testimony.*

4.3 INITIATION, INVESTIGATION, AND DISPOSITION OF COMPLAINTS

4.3.1 Documentation/Reporting Alleged Violations of University Policy

Any alleged violation should be reported as soon as possible following the discovery of the suspected inappropriate behavior. Any potential violations of University policy may be reported in the following manner:

- A report may be filed with USI Department of Security.
 - A report may be filed with the USI Department of Housing and Residence Life.
 - A report may be filed with the USI Dean of Students Office.
- Any student, faculty, staff member, or guest of the University of Southern Indiana may officially report an alleged violation of University policy as outlined in the *Student Rights and Responsibility: A Code of Student Behavior*.

4.3.2 Notification

Generally within ten (10) working days of receipt of the complaint, the dean of students or his/her designee will notify charged student. This notification will include:

- The nature of the alleged inappropriate behavior.
- The date, time, and place of the alleged inappropriate behavior.
- The source of the complaint.
- A summary of information to be presented.
- The date, time, and place of the hearing.
- The sanction(s) applicable if found in violation of the Student Rights and Responsibilities: Code of Student Behavior;
- A description of the preservation and the release of information from the conduct record; and
- A notice that a decision will be made in the student's absence if the student chooses not to appear at the hearing, and failure to appear will be considered in reaching a decision whether or not the behavior code has been violated.

4.4 STUDENT BEHAVIOR RESOLUTION PROCEDURES

4.4.1 Conduct Authority

The dean of students is charged with the development and administration of the University of Southern Indiana student conduct process. Under the supervision of the dean of students, the following individuals will be charged with the execution of conduct proceedings:

- Assistant Director for Conduct Affairs—Housing and Residence Life
- Director of Housing and Residence Life
- Director of Student Development Programs
- Additional staff members in the University community as deemed appropriate and as trained by the dean of students
- The aforementioned individuals may conduct meetings and hearings with students who may have violated any University policy, including those found in the Student Rights and Responsibilities: A Code of Student Behavior, USI University housing community standards (Appendix B), and USI student organization policies (Appendix C).

4.4.2 University Hearing Board

This board is comprised of two students in good standing with USI, one University faculty member, one University administrator, and the dean of students or his/her designee to serve as the Hearing Board chair. These individuals are appointed and trained by the dean of students. When the University Hearing Board is convened, the dean of students or his/her designee will comprise the board as stated above by members of the University Hearing Board pool:

- Five students residing in University housing
- Five students who live off campus
- Three faculty members
- Three administrative staff members

4.4.3 University Conduct Process

In cases involving potential suspension or expulsion from the University, the student may request a hearing before the University Hearing Board (see 4.4.2).

Most complaints are resolved via the administrative hearing process. An administrative hearing involves the student, the administrative hearing officer, and any other individuals

necessary to determine whether the student is in violation of University policy. Advantages of an administrative hearing include a more timely resolution of the conflict and the involvement of fewer individuals.

An administrative hearing also may become necessary for those times when the full University Hearing Board is unable to meet. In such instances where the University Hearing Board would normally be convened, the dean of students or his/her designee will conduct the administrative hearing.

4.4.4 Administrative Hearing Process

- Students will meet with one of the individual professional staff members designated to conduct University student complaint resolution proceedings. The University Hearing Board will not conduct administrative hearings.
- Student rights will be reviewed by the hearing officer with the student.
- Charges will be reviewed with the student. At this time, students can indicate whether they believe they are responsible for the policy violation(s) or not responsible for the policy violation(s).
- A student will be given the opportunity to present his/her version of events to the administrative hearing officer and respond to any of the materials associated with the violation.
- The administrative hearing officer may ask questions of the student and any witnesses. The administrative hearing officer will deliberate over the information and will make every attempt to reach a decision within five (5) business days from the date of the meeting as to whether or not the student is responsible or not responsible for the violation(s).
- The student will be notified of the outcome in writing. Any sanctions associated with the outcome will be included in the written notification.
- The appeals process will be outlined and included in the notification of outcome.

4.4.5 Hearing Procedures

- A student will meet with the University Hearing Board.
- Charges will be reviewed with the student. At this time, the student can confirm whether he/she pleads responsible for the policy violation(s) or not responsible for the policy violation(s).
- A tape recording of the hearing is made for the purpose of retaining a verbatim record of the proceedings. Should there be no appeal filed within the allotted time, the tape will be erased.
- The University representative bringing charges against the student will present his/her testimony to the University Hearing Board.
- The student will be given the opportunity to respond to the charges and to present materials associated with the violation.
- The University representative and accused shall have the opportunity to present witnesses/witness statements to the University Hearing Board.
- The University representative and accused may ask questions of the witnesses through the chair of the University Hearing Board.

- The University Hearing Board members may ask questions of the witnesses, the student, and the University representative.
- The University representative and accused may summarize evidence and testimony through closing statements.
- The University Hearing Board will deliberate over the information and reach a decision generally within five (5) business days as to whether or not the student is responsible or not responsible for the violation(s).
- Students will be notified of the outcome in writing by the chairperson of the board. Any sanctions associated with the outcome will be included in the written notification. Additionally, the appeals process will be outlined and included in this notification.

4.4.6 Conflict of Interest

No member of the hearing board or no conduct officer who has a conflicting interest in a particular case may conduct a hearing for said situation. Hearing board members and conduct officers with conflicting interests must recuse themselves from the proceedings. Either the student or the complainant may challenge a member of the hearing board or a conduct officer in writing with the dean of students. In cases where the dean of students' involvement is questioned, the challenge would be forwarded to the associate provost for Student Affairs.

4.5 FINDINGS

An administrative hearing officer or the University Hearing Board will reach one of the following findings at the conclusion of the hearing:

- **Charges Dropped:** If the alleged conflicts prove to be unfounded, no action will be taken against the student. All written materials will be retained for seven years and then destroyed.
- **Not in Violation/Not Responsible:** The finding of the facts of the case found that it was NOT "more likely than not" that the student was responsible for the violation(s). No action will be taken against the student. All written materials pertaining to that charge will be retained for one year and then destroyed.
- **In Violation:** The finding of the facts of the case found that it was "more likely than not" that the student was responsible for the violation(s). Sanctions, restrictions, and/or stipulations can be imposed (see 4.6). All written materials will be retained for seven years and then destroyed, except in the case of suspension or expulsion which become a matter of permanent record. See also sections 4.6-4.9.

4.6 SANCTIONS, RESTRICTIONS, AND STIPULATIONS

4.6.1 Sanctions

Sanction(s) is/are a consequence(s) placed upon a student when responsibility for a violation(s) of specified University policy(ies) has been determined. In assigning a sanction(s) for inappropriate student behavior, the presiding entity will consider:

- Facts of the case as presented by the accuser(s) and the accused,
- Type and severity of offense,
- Degree of involvement by accused, extenuating circumstance, and
- Previous incidents of inappropriate behavior committed by the individual(s) accused.

The following is a list of possible sanctions:

- **Warning (Written):** A student may be given a written warning. A written warning is a letter that makes a matter of record any incident in violation of the code. Subsequent code violations will normally result in more severe sanctions.
- **Probation:** Probation is a specified period of review and observation during which the student must demonstrate the ability to comply with University policies, and any other sanctions as outlined above and/or conditions which have been imposed in writing. The specific terms of the probation will be determined on a case-by-case basis. Notification may be given to other University officials as necessary. Probation may be supervised or unsupervised. Further inappropriate behavior may result in additional sanctions to be assigned, including suspension or expulsion.
- **Suspension:** A written notification of the termination of student status and exclusion from further enrollment for a specific period of time not less than one academic semester and not to exceed two academic years.
 - A student who has been suspended must vacate campus within the time frame established.
 - The notice will include the conditions for readmission which must be met prior to application for readmission. An interview with the dean of students or his/her designee will be required prior to acceptance of the student's application for readmission.
 - The student's eligibility for any refund of tuition/fees will be subject to the University's normal withdrawal policy.
 - The student must leave University residences and may not be on University-owned or -controlled property or attend University events.
 - Suspension is a matter of permanent record. A permanent record indicates that student behavior files may be retained indefinitely.
- **Emergency Suspension:** A student may be temporarily and immediately suspended, pending a hearing, when the student's actions or threats of action poses a threat to themselves or to others, or to the university's educational mission or property or to the health or safety of University community members.
 - No hearing will be required before the emergency suspension is imposed; however, a review of the emergency suspension will be held within five working days following the notification. The adjudication process will proceed in a timely manner.
- **Expulsion:** A written notification that the student is permanently ineligible to return to the University. The student must leave University residences and may not be on University owned or -controlled property or attend University events. Petitions for re-enrollment will not be accepted. The expulsion will be recorded on the student's transcript as "May Not Register" and is a matter of permanent record.

4.6.2 Restrictions and Stipulations

Restrictions and stipulations are concurrent actions which may be imposed by the administrative hearing officer or the University hearing board in addition to a sanction.

- **Educational Requirements:** A provision to complete a specific educational requirement designed to promote the education and development of the student while maintaining the integrity of the academic environment. The provision will be clearly defined. Such educational requirements may include but are not limited to meeting with University staff, completion of an alcohol education program, reflection paper, reports, behavioral agreements, etc.
- **Community/University Service:** A student may be assigned to complete a specified number of hours of community/University service.
- **Restitution:** A student may be required to repair or pay the cost for the repair or replacement of any property damaged by the student. This sanction can be imposed by itself or in addition to other sanctions.
- **Confiscation:** Goods used or possessed in conflict with USI policies, including but not limited to falsified information or identification, will be confiscated and may not be returned to the student.
- **Restriction of Access/Removal from University Housing:** A student or other person(s) may be removed from and/or have access restricted to specified campus facilities, or portions of specified campus facilities, including relocation in, or removal from Housing and Residence Life facilities, for a specific period of time.
- **Loss of privileges:** A student may be denied the privilege to:
 - Be an active participant in and/or to be in attendance at any or all public events sponsored by USI or by student, and/or
 - Represent USI in specified matters, and/or
 - Hold office in any or all USI registered organizations, and/or
 - Visit with guests during regular Housing and Residence Life visitation periods, and/or
 - Receive institutional financial aid, and/or
 - Participation in extra or co-curricular activities, and/or
 - Employment at the University.
- **Participation in a Specific Program:** A student may be required to participate in a specific program(s), such as counseling, public service, and alcohol and/or other drug education program, an educational class, or other program participation as assigned. Failure to participate as directed may result in the imposition of additional sanctions, including suspension or expulsion.

4.6.3 Biased Motivated Offenses

Any offense that is motivated by bias may result in stronger penalties. An offense motivated by bias is any offense wherein the accused intentionally selects the alleged victim because of the alleged victim's race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, public assistance status, or inclusion in any group protected by federal, state, and local law.

4.7 APPEALS

Students found in violation of the *Student Rights and Responsibilities: A Code of Student Behavior* may appeal. An appeal from any decision, either administrative hearing or

University hearing board, must be made in writing within two business days following the date the sanction is assigned and written notice is received by the student. The person to appeal to will be specified in the decision letter.

4.7.1 Format of Appeal

An appeal shall be written and contain the student's name, the date of the decision or action, and the reason(s) for the appeal. The appeal letter must specify in detail one or more of the following basis for appeal:

- Student's/student organization's rights were violated as a result of failure of due process (specify right believed to have been violated),
- Decision is arbitrary (no basis in University policy for decision) or capricious manner (the finding is against the substantial weight of the evidence),
- Significant new evidence is available that could change the outcome, and/or
- The appropriateness of the sanction is in question.

4.7.2 Suspension of Original Sanction Pending Appeal Review

A properly-filed notice of appeal suspends the imposition of sanctions until the appeal is decided, unless, in the discretion of the dean of students, the continued presence of the student on the campus poses a serious threat to themselves or to others, property, or to the normal operation of the University.

4.7.3 Individuals Reviewing Appeals

The appeal will be reviewed by the appropriate appellate officer. For administrative hearing appeals, the following system is used:

- For appeals in University housing, the appeals officer will be the assistant director for Conduct Affairs. In such instances where the assistant director for Conduct Affairs is the administrative hearing officer, the director of Housing and Residence Life will review the appeal.
- For appeals of any other staff member within the Division of Student Affairs, the dean of students will review the appeal.
- For appeals of dean of student decisions, the associate provost for Student Affairs will review the appeal.
- For appeals of the University hearing board, the Appeals Commission will review the appeal.

The commission is comprised of the following members: SGA chief justice (student), SGA University Court representative (student), one faculty representative, one administrative staff representative, and the associate provost for Student Affairs or his/her designee. The associate provost for Student Affairs or his/her designee will serve as the chair of the commission and vote only in case of a tie. The chair of the commission will notify the student the outcome of the appeal.

4.7.4 Appeal Review Process

The appellate officer will review the written letter of appeal from the student and determine if one of the basis for appeal is present. If it is, a hearing of the appeal will be granted. The appellate officer shall review:

- The response from the hearing officer/body.
- Materials presented at the original hearing, and if available the recorded transcript of the hearing.

Appeals shall be decided upon the record of the original proceedings and upon the written briefs submitted by the parties. Decisions of the conduct bodies will be given great deference by the appellate decision maker. After reviewing these materials, the appellate officer may decide to do one of the following:

- Affirm the finding and the sanction imposed.
- If specified errors occurred, remand to the original decision makers to reverse the error, change the procedures, consider new evidence that could not have been discovered by a properly diligent accused before or during the original hearing, substitute new adjudicators, or otherwise repair the grounds that gave rise to the appeal.
- Affirm the finding and reduce, but not eliminate or increase the sanction if found to be grossly disproportionate to the offense.
- Cases may only be dismissed if the finding is held to be arbitrary and capricious.

A crucial point in the appeals process is the shifting of the burden of proof. At the initial hearing, the burden of proof lies with the complainant. Once there is a finding of responsibility, the burden shifts to the petitioner. The decision on the appeal will generally be made within ten (10) business days of receipt of the appeal, but may take longer during University recesses or in the event of complex cases.

4.8 STUDENT BEHAVIOR RECORDS

In accordance with the Family Educational Rights and Privacy Act (Public Law 93-380), conduct records are considered to be “educational record” and all student behavior records are confidential and may not be disclosed in whole or in part except as provided by law or by the written authorization of the student. This disciplinary record will be separate from the student’s academic record, but will be considered a part of the student’s educational record and will be retained in the Dean of Students office and/or other offices as authorized by the dean of students. Students have the right to inspect and review the materials contained in their conduct record subject to office procedures.

When a student is expelled from the University, the dean of students shall request of the Registrar the placement on the student’s permanent academic record the words “May Not Register.”

4.9 STUDENT BEHAVIOR RECORD RETENTION AND DESTRUCTION

4.9.1 Sanctions Less than Suspension or Expulsion

In cases in which students are found in violation and receive a sanction of less than suspension or expulsion, records related to the hearing will be retained for a period of seven (7) years from the date of the incident. Student disciplinary files may be retained indefinitely at the discretion of the dean of students or his/her designee. Release of information may be restricted by the dean of students for good cause, upon written petition. Factors considered in review of such petition shall include:

- The present demeanor of the student;
- The conduct of the student subsequent to the violation;

- The nature of the violation and the severity of the damage, injury, or harm resulting from it.

4.9.2 Suspension or Expulsion

In cases where students are found in violation and receive a sanction of suspension or expulsion, students’ disciplinary files will be considered permanent records. A permanent record indicates that student disciplinary files may be retained indefinitely.

4.9.3 Student Organization Records

Student organizations are considered to have a continuing relationship with the University of Southern Indiana so long as the organization maintains its official recognition status with USI. Records of behavioral conflicts involving student organizations will be retained for seven (7) years following the date of the incident with the dean of students, or his/her designee.

APPENDIX A

Parental/Guardian Drug and Alcohol Notification Policy

A.1 Background

This policy action was made possible as a result of an amendment to the Federal Educational Rights and Privacy Act (FERPA) in 1998. Prior to this amendment, universities were prohibited by law from releasing disciplinary records of students 18 years of age or older without their written consent. The amendment provides the opportunity, should a university choose, to notify the parents of students under the age of 21.

A.2 Goal

It is the goal of the University of Southern Indiana to expand the partnership between parents/guardians and the University in encouraging students to make healthy, responsible decisions about alcohol and other drugs.

A.3 Details of Notification

If a student under the age of 21 is found responsible for a violation of the University code of conduct drug and/or alcohol policy, Housing and Residence Life Conduct Affairs or the Dean of Students Office will notify the student’s parents/guardians in writing. This notification will detail the fact that the student has been found responsible for an alcohol or drug violation. The notification is designed to inform parents/guardians that the violation has occurred and to encourage discussion between parents/guardians and their student regarding acceptable behavior in the USI community setting. Written notice will not include specific details of the incident(s), circumstances surrounding the violation(s), or the specific disposition of the case. Parents/guardians interested in specific information are encouraged to discuss the case with their student. If questions remain, parents/guardians are encouraged to contact the notifying office.

A.4 Direct Contact

When there is reason to believe that a student’s health and well being are in jeopardy or that they have placed other members of the University community at risk, the dean of

students or his/her designee may contact the parents/guardians directly.

A.5 Consideration

An integral part of the conduct adjudication process will be the discussion concerning notification of the parents/guardians. Consideration will be given to situations where notification may be detrimental to the student or family.

APPENDIX B

Housing and Residence Life Policies

Introduction

It is the mission of Housing and Residence Life to provide a high quality, affordable living environment for members of the USI community that is convenient, comfortable, culturally enriching, and conducive to academic success. As an integral part of USI's educational efforts and support services, Housing and Residence Life is responsible for the formulation and enforcement of policies reflecting the University's mission within the residence setting.

The success of the campus living experience depends upon our residents, and it is our hope that all students in housing will take an active role in determining that success. As such, it is expected that all residents will be responsible for their own activities, and the activities that occur within their assigned apartments/rooms.

Any violation of the rules and regulations contained in this section, along with any violation of the *Student Rights and Responsibilities: A Code of Student Behavior*, may be considered Breach of Contract (see information about Breach of Contract on the reverse side of your housing contract form). The director of Housing and Residence Life and his/her designee are authorized to cancel any contract of students who are considered to be in breach of contract. Housing and Residence Life professional staff are delegated permission to act concerning cases of misconduct.

Community Standards and Policies

The following terms and conditions are statements of USI Housing and Residence Life community standards and policies. Violations of any of the following policies may result in contract termination or disciplinary action under the *Student Rights and Responsibilities: A Code of Student Behavior*.

Apartment or Residence Hall Room Entry

The University of Southern Indiana reserves the right to enter apartments or residence hall rooms for inspection, cleaning, or maintenance purposes at reasonable times.

Health and Safety Inspections:

- Apartment and residence hall rooms may be entered during Thanksgiving and semester and spring breaks to assure that all health and safety requirements are met.
- During the academic year, health and safety inspections will be conducted by Housing and Residence Life staff (no more than once per month). In these cases, 24-hour notice will be

given to residents that staff will be entering their apartment or residence hall suite to conduct the inspection.

Administrative Searches

- Upon approval by the director of Housing and Residence Life and/or the director of Security, or their designee, a room can be entered without notice when there is reasonable cause to believe a violation of University policy has occurred or is taking place, or to determine compliance with federal, state or local laws. The director of Housing and Residence Life, director of Security, or their designees, shall determine the existence of "reasonable cause" prior to the room entry.
- Searches may be conducted in the absence of residents.
- During a search, the University may obtain evidence when there is reasonable cause to believe that a violation has occurred or is taking place.
- Housing and Residence Life staff will ask any residents present to sign a Consent to Search form. Failure or refusal to sign the form will not prevent University personnel from conducting a search.
- On occasions when outside agencies (police, FBI, etc.) may need to search an apartment or room Housing and Residence Life staff and University Security staff are expected to cooperate.

Maintenance

- USI Maintenance staff will enter apartments and residence hall rooms in the absence of residents in order to carry out any essential repairs, routine maintenance, and respond to any emergencies.

Access to Apartments/Residence Hall Rooms

- Access to apartments and residence hall rooms are granted only to the assigned residents of that location, or to University staff. Access will not be granted to resident's friends, relatives, or other students by staff.

Alcohol

Campus housing is "dry," therefore, the manufacture, sale, transfer, purchase, transportation, possession, or consumption of an alcoholic beverage on University property is prohibited.

The following actions are prohibited by the University of Southern Indiana:

- **Excessive Amounts of Alcohol**
Kegs or other high-volume containers and/or large quantities of alcohol or alcohol containers are prohibited. The hearing officer may use empty containers as well as full containers when determining whether an excessive amount was found. Possessing excessive amounts of alcohol by an individual may result in contract termination.
- **Alcohol Games**
No activities shall encourage excessive and/or rapid consumption of alcoholic beverages. This includes drinking contests and drinking games (such as beer bong, beer pong, quarters, card games, etc.).
- **Parties**
Using your apartment (or allowing others to use it) for alcohol parties may result in contract termination.

- **Alcohol Advertising**

Public advertisements of alcohol products are prohibited. This includes but is not limited to any signs or advertisements that are visible from public areas, alcohol signs, or other inappropriate displays or objects visible from outside your apartment or residence hall suite.

- **Alcohol Containers**

Alcohol containers are prohibited. This includes but is not limited to containers kept as decoration, alcohol paraphernalia (e.g. “beer bong”), and those containers that are put in the garbage or are lying about your apartment or residence hall suite.

- **Student Intoxication**

Intoxicated individuals will face disciplinary sanctions under this policy. University staff will determine whether a person is intoxicated based on the behavior of the person at the time of the incident. University staff will not accept responsibility for intoxicated individuals.

Candles

Candles, lit or unlit, incense, etc. are prohibited in any Housing and Residence Life facility.

Children

Children under the age of 16 may not be left unattended in housing facilities, and babysitting is strictly prohibited in campus housing. Residents will be held responsible for policy violations of any child visiting their apartment or residence hall suite.

Decorations

Residents are encouraged to decorate their residence hall suite or apartment, as this is considered a resident’s “home away from home.” However, residents are asked to be considerate of the community by adhering to the following guidelines for decorations:

- **Exterior Decorations**

- Exterior alterations or decorations are only permitted in University housing with the following stipulations:
- Sidewalk chalk, spirit foam, shoe polish, paints or other methods used for writing on the exterior of the buildings are prohibited.
 - Large potted plants or trees are not permitted in front of apartments or residence hall suites. These obstacles inhibit quick access for police, fire, and medical emergency personnel.
 - Clothing, bathmats, rugs, towels, or other items may not be hung over balconies, as this creates a “line of sight” problem for security and other University personnel.
 - Apartment or suite numbers may not be blocked or covered by wreaths, door coverings, lights, or any other decorative element.
 - Peepholes may not be covered.
 - Fire protections and/or emergency equipment may not be covered or altered by exterior decorations.
 - Lawn furniture is not to be left unattended in front of apartments or in hallways or stairwells.
 - When not in use, all lawn furniture must be taken inside the apartment or suite.

- University furniture is not to be taken outside of the apartment or residence hall suite under any circumstances. If University furniture is found outside of the apartment or suite, you may be charged a fine and/or to replace the item(s).
- Bicycles must be stored in designated bicycle racks within University housing. Residents may not lock bicycles on the balcony or posts attached to the building, nor may they bring them into the hallways of the residence halls. The University is not responsible for stolen or damaged bicycles.
- Gas and/or charcoal grills are not permitted in University housing apartments or residence hall suites.
- Holiday or decorative lights may be used, with the following stipulations:
 - Lights may not be strung under windows or doors.
 - Only exterior outlets may be used for outside lights.
 - Lights must be UL approved for outside usage, and the label denoting such use must remain on the light strand.
 - Lights may not be strung across areas where people walk (sidewalks, balconies, stairwells, etc.).

If the guidelines for exterior decorations are not followed, residents will be asked by staff to remove the decorations and may face disciplinary action.

- **Interior Decorations**

Interior decorations are allowed in University housing units with the following stipulations:

- Interior decorations may not block air vents.
- Interior decorations may not cover fire protection or other emergency equipment.
- Decorations may not cover peepholes.
- Placement of live Christmas trees and/or other live greenery (excluding potted houseplants) in any part of housing is prohibited. Artificial trees are permitted inside an apartment or residence hall suite.
- Canned spray snow is not permitted on windows in housing.
- Window coverings must be the provided mini-blinds.
- Cloth curtains, solar film, or white poster board may be placed on the windows for additional light control. No cardboard, aluminum foil, cellophane, or other type of window covering is permitted on windows.
- Large nails, staples, screws, wall anchors, poster putty, or tape on walls or doors inside or outside the apartment are prohibited.
- Freestanding lofts may be built in the apartments or residence hall suites with the following guidelines:
 - Lofts may not be attached to the ceilings or walls, they must be freestanding.
 - The top of the mattress must be at least 24 inches from the ceiling to comply with fire codes.
 - All wood surfaces must be treated with a fire retardant varnish.
 - Lofts must be pre-constructed to ensure their stability, and brought in pieces to University housing to be assembled. No actual construction of a loft should occur in a housing facility, only the assembly of a pre-constructed loft.

- The University is not liable for damages or injury from lofts built by students.
- Improperly built lofts may result in disciplinary action and maintenance costs for removal.
 - Removing mounted fixtures from walls or ceiling is prohibited.
 - Private door locks on any exterior or interior doors are prohibited.
 - Any renovations or changes to the apartment are prohibited.
 - Dartboards are prohibited.
 - Residents may not paint or wallpaper walls or ceilings in the apartments or residence hall suites.

If these guidelines for interior decorations are not followed, residents will be asked by staff to remove the decorations and may face disciplinary action.

Cleanliness of Apartment/Residence Hall Suite

As a member of the housing community, residents are expected to maintain a healthy and clean living environment within their apartment or suite. Upon receiving a complaint of an unclean living environment, Housing and Residence Life staff will do the following:

- Inspect the apartment or suite.
- Give the residents a set period of time, not to exceed 48 hours, to clean the apartment or suite.
- Reinspect the apartment or suite.
- File a report with Housing and Residence Life.

Failure to maintain a clean environment may result in disciplinary action.

Cohabitation

Living or staying for any pattern of time in an apartment or suite without an official contract for that particular space will be considered cohabitation. Cohabitation is defined as a person staying in an apartment or suite for more than three consecutive nights, or other patterned behavior that is intended to allow an individual to stay beyond visitation hours. Non-registered guests can be considered as an instance of cohabitation. The resident who allows cohabitation to occur can be held accountable. Students found in violation of cohabitation may be charged a conduct fine of \$50, charged for use of the facility, or charged for each night the non-contracted person spent in residence.

Cooking (Residence Halls)

Cooking in rooms with an open flame or exposed element is prohibited. Electrical appliances such as electric skillets, woks, electric grills, George Foreman grills, hot pots, coffee makers without automatic shutoff feature, or other appliances that can be used to prepare raw foods are prohibited (With the exception of microwave ovens). Students will be asked to remove the appliance. If he/she fails to remove the item, the University will remove the appliance and store for 10 working days. A storage fee will be added to the student's account. After 10 days, if the item has not been retrieved by the student, the item will be disposed.

Door Propping

Students found propping open exterior doors in any housing facility may face contract termination as this is a security risk for the community. This includes exterior doors in McDonald East apartment area, the sealed glass sliding doors in McDonald East, residence hall entry doors, residence hall wing doors, or any unattended residence hall suite door or apartment entry door.

Any door found propped will result in a \$50 charge. Propped doors that are not attributed to an individual may be prorated among all residents of that building or wing.

Emergency Protection Equipment

Tampering with emergency protection equipment, including but not limited to University fire protection equipment, evacuation route postings, emergency signs, weather radios, exit lights, fire extinguishers, smoke detectors, and alarm systems, is prohibited.

Fire Evacuation

When a fire alarm sounds, or when instructed to evacuate by staff, all residents are expected to vacate the building immediately.

Grills

The use of personal grills in University housing is prohibited. Public grills are provided throughout housing for student use. Use the grills in accordance with the following guidelines:

- Clean grills thoroughly before and after use. You may use aluminum foil on the grills, but foil must be removed after you are finished and discarded properly.
- Only Matchlight brand charcoal may be used with the grills and stored in apartments or suites.
- Used coals must be placed in the coal disposal bucket located next to every grill.
- Trash must be removed from the grill area and disposed of properly.
- Paper trash must be thrown away in garbage cans and not the coal disposal bucket.

See full University Grill Policy in the *Students Rights and Responsibilities: A Code of Student Behavior*.

Halogen Lights

Halogen lights are prohibited in any housing and residence life facility.

Health and Safety Inspection

Up to three times per semester, Housing and Residence Life staff will enter the apartments and residence halls to check safety equipment (fire extinguishers, weather radios, smoke detectors, etc.). Staff also will check to ensure that all appliances are working correctly. Housing and Residence Life will provide students with at least 24 hours notice prior to these inspections.

Keys/Access Cards

- Eagle Access Cards
 - Eagle Access Cards are required for entry into the Residence Halls and in some areas of the apartment buildings.
 - Eagle Access Cards are required in order to use any USI Meal Plan. Without an Eagle Access Card, lost or not, students will be denied access and asked to pay the daily cash amount for any meal purchased.
 - All housing residents are required to carry their Eagle Access Card with them at all times.
 - Eagle Access Cards, or temporary Door Access Cards, may not be given to any persons other than the individual to whom the card is assigned.
 - Lost temporary Door Access Cards will result in a \$55 lost card/lock reprogramming fee.
 - Lost Eagle Access Cards must be reported to the Office of Security and Transportation at 812/464-1845 immediately. The resident will be required to purchase a new Eagle Access Card through the Eagle Access Card Office located on the first floor of the University Center. The card replacement fee is \$10 and students must present a valid form of photo identification when requesting a new card. Contact the Eagle Access Card Office at 812/465-1124 with any questions.
- Keys
 - Residents are expected to carry their apartment keys with them at all times.
 - Residents may not lend their apartment key to anyone. Lost keys will result in a re-core charge of \$55.

Lock Outs

It is the responsibility of the student to ensure that he/she carry an apartment/room key/card. If a student locks himself/herself out of his/her apartment/room, there will be no charge for the first time each semester. Beginning with the second and with each subsequent lockout, the student will be charged \$10 for the service. A student who loses his/her key/card will not be charged for the lockout service, as the cost of a lost key/card will be assessed.

Parking

All parking and traffic regulations apply in Housing and Residence Life areas. For a summary of the parking regulations in the apartment complexes and at the residence halls see RESIDENT SERVICES, page 152. A complete listing of the Motor Vehicle and Parking Regulations can be found at www.usi.edu/parking.

Personal Property

Housing and Residence Life reserves the right to restrict the use of furniture, i.e., pianos, organs, drums, dartboards, waterbeds, and similar large or potentially disturbing items. Residents may bring/move personal furnishings. Housing and Residence Life assumes no responsibility for anything left in the apartment or residence hall suite upon resident move out. Items left in the apartment or suite will be disposed of at the owner's expense. Items may not be stored in the furnace closet, stairwells, on balconies, or inner courtyards.

Quiet and/or Courtesy Hours

Violation of quiet and/or courtesy hours is considered disorderly conduct. Courtesy hours are always in effect. Community residents and/or Housing and Residence Life staff reserve the right to ask people to observe courtesy hours at all times. Quiet hours are:

- Sunday-Thursday, 10 p.m.–8 a.m.
- Friday-Saturday, Midnight–8 a.m.
- 24-hour quiet hours begin the night before final exams are administered.

Student equipment (stereos, televisions, musical instruments, alarms, etc.) that continues to be a noise problem will be confiscated by staff. Items will be stored for 10 working days. Unclaimed items will be disposed of by Housing and Residence Life. A storage fee will be added to the student's account.

Tobacco-Free Policy

Smoking or the use of tobacco or tobacco products is prohibited inside all student housing facilities. This includes resident halls, apartments, common areas, balconies, building entries, and student rooms. Smoking is permitted in designated outdoor areas in student housing. Individuals are responsible for proper disposal of cigarette butts. Cleaning charges may be assessed if cigarette butts are not properly disposed.

Trash

Residents are responsible for the removal of trash and garbage in and around their apartment or suite. All trash must be disposed of in provided dumpsters within University housing. Leaving trash outside apartments is prohibited. Trash that is not attributed to an individual may result in charges being prorated among the residents of the building or floor where the trash was found. Charges will be assessed to student accounts.

Visitation and Guests

- Guests
 - Residents are responsible for the behavior of their guests. Residents will be charged for any and all violations caused by their guests
 - Guests are prohibited from staying in the apartments or residence halls without the resident. These individuals will be asked to leave by Security or Housing and Residence Life staff if found unescorted or unaccompanied in or around University housing property. Residents who leave guests unattended will be held judicially responsible.
 - Number of Guests - The maximum capacity of any two-bedroom apartment or residence hall suite is eight persons, including both residents and guests. A one-bedroom apartment or residence hall suite has a maximum capacity of four persons, including both residents and guests. This number has been established by the State Fire Marshall's office.
- Guest Registry
 - Any guest staying in University housing must be of the same gender as the resident, and must be registered with the department of Housing and Residence Life. Guests may be registered by going to the Housing and Residence Life web site at www.usi.edu/res. Unregistered guests will be asked to leave University housing. Guests must be at least 16 years of age.

- Hours of visitation are as follows:
 - Sunday–Thursday: 7 a.m.–Midnight
 - Friday and Saturday: 7 a.m.–2 a.m.

Disciplinary Fines

The following chart represents typical fine assessment for first-time violations of policy:

Violation Fine

Alcohol	\$50
Alcohol Parties	\$100
Contributing to Minors	\$50
Intoxication	\$50
Excessive Amounts of Alcohol	\$100
Arson	\$100
Bomb Threat and/or Placement	\$100
Candles	\$50
Cohabitation	\$50
Cooking	\$50
Combustible Substances	\$50
Dishonesty	\$50
Door Propping	\$50
Possession of Drugs or Drug Residue	\$100
Drug Use	\$100
Drug Paraphernalia	\$100
Failure to Comply	\$50
False Fire Alarms	\$50
Firearms and Weapons	\$100
Fire Evacuation	\$50
Emergency Protection Equipment	\$50
Fireworks	\$50
Guests*	\$50
Health and Safety	\$50
Harassment	\$50
Keys	\$50
Lofts	\$50
Pets	\$50
Physical Abuse	\$100
Smoking	\$50
Theft (or possession of stolen property)	\$100
Threatening Behavior	\$50
Death Threats	\$100
Trash	\$50
Unauthorized Entry	\$50
Vandalism	\$50
Visitation	\$50

*Residents can be held responsible for the behavior of their guests; therefore, fines are determined by the policies violated by the guest.

APPENDIX C

Student Organizations and Activities

C.1 Definitions of Student Organizations

1. Student organizations or student committees are groups in which the membership is (1) composed of University students, faculty, and staff; (2) entirely responsible for the conduct of various sponsored activities as well as the daily affairs of the group. Student organizations may extend membership to non-students. The inclusion of faculty and staff is defined in the role of an advisor, not a voting member. The University registers two types of student organizations:
 - a. A “recognized” University student organization; one that successfully completes the registration requirements and receives annual financial support from University sources; and
 - b. A “registered” independent student organization; one that successfully completes the registration requirements and receives no annual financial assistance.
2. Residence hall, fraternity, and sorority governing bodies are considered student organizations and are expected to complete the registration process before facilities other than their own specific living unit can be used. Additional regulations for the establishment and operation of fraternity and sorority groups are available in the Office of Student Development Programs. In order to be a recognized fraternity or sorority at USI, the organization must be affiliated with a national Greek organization and have received approval for inclusion in the fraternal system from one of the Greek governing boards. (Federal law through Title IX permits fraternities and sororities to remain single gender organizations provided there is equal opportunity to join similar organizations.)
3. Groups such as faculty-initiated academic interest groups, faculty/student governing committees, musical organizations, athletic teams, and theatrical activities are not student, but University organizations. As such, they are directed or chaired by a regular University staff member responsible to the academic or administrative authorities. Membership in University organizations is subject to various internal requirements and regulations. The University staff member, by virtue of his or her expertise, is responsible for directing the organization. Students, however, have the right to participate in the organization’s decision-making process. Registration of such groups is not required; however, they are subject to general University procedures, for example, non-discrimination, fundraising, outdoor event, and license policies.

C.2 Conditions of Membership

In selecting its membership, no organization may discriminate on the basis of race, color, national or ethnic origin, religion, sex (except for single-sexed social sororities and fraternities and residence halls exempted from Title IX), disability, age, sexual orientation, or veteran status in accordance with federal, state, and local laws. Officers of the organizations are held

responsible for seeing that this condition is met. Exceptions must be obtained in writing from the Office of Student Development Programs.

C.3 Eligibility for Co-Curricular Participation

The major concern of the University of Southern Indiana for its students is their academic achievement. One mark of academic achievement is orderly progress toward a degree. Students are encouraged to complete a minimum of twelve (12) hours of course work each semester. Each student is therefore advised to balance a desire to progress in a systematic fashion toward a degree and the desire and ability to participate and/or lead in co-curricular activities. After a student has assessed the abilities and interests he/she may have, the student may then choose to participate or not (taking into consideration the qualifications required by the various activities and organizations). To assume leadership, elective and/or appointive positions, the student must meet the University requirements listed below:

1. Specific Requirements: The minimum requirements that the University sets for students to assume elective and appointive positions in co-curricular activities include enrollment and continuance in a minimum of nine (9) hours of USI course work, degree seeking status, good academic and student status, and a cumulative grade point average (GPA) of 2.0 or greater. Students must be admitted in good standing to the University to assume elective and appointive positions in their first semester at the University. Additional requirements: Organizations or groups may make, with the consultation of the Office of Student Development Programs, such additional eligibility requirements as they deem necessary. These additional requirements cannot be in conflict with the University policies on discrimination.
2. Athletic Requirements: NCAA and athletic conference rules will govern participation in intercollegiate athletics.
3. Compliance Requirements: The above stated requirements must be met in order to:
 - a. apply or receive consideration for an appointive or elective office;
 - b. campaign for an elective office;
 - c. hold an elective or appointive office;
 - d. receive special honors;
 - e. receive an appointment to serve on an all-campus (student or faculty-student) committee or governing-organization (RHC, IFC, Panhellenic, etc.), or on the staff of any University or student publication.
4. Individuals should be aware of their eligibility status at all times. They shall inform the concerned organizations of their status when seeking or desiring to continue in positions of leadership as described above.
5. Each University or student organization, with the assistance of the advisor, is responsible for compliance with these requirements.
6. Waiving requirements: Any student who does not meet the aforementioned requirements and is still interested in an appointive or elected position can request a review by the director of Student Development Programs or

designated representative. Any student wishing to appeal a decision regarding eligibility to be an officer must do so in writing to the director of Student Development Programs.

C.4 Funding of Registered Organizations

1. Banking Arrangements
Student organizations may elect to deposit their funds with the University through the USI Business Office. If an organization elects to deposit funds off campus, the University's tax exempt status should not be used in obtaining financial services. Organizations are required to follow all federal, state, and local laws.
2. Expending Funds
 - a. Registered independent student organizations may expend their monies for organizationally related activities. All expenditures are subject to review by the University controller, who retains the right to question the propriety of the expenditure.
 - b. Registered "recognized" University student organizations expenditure of funds is subject to purchasing policies and regulations.
 - c. Student organizations with university accounts must maintain a positive balance. Accounts that incur a deficit balance will become inactive until the balance is positive. Organizations may face additional sanctions and loss of privileges.
3. Student Government Association Allocations
 - a. Registered student organizations (RSO) can apply for University funds from the Student Government Association (SGA). All organizations receiving funding must agree to (a) abide by State regulations in all purchasing and budget control activities; (b) expend funds only for University-related purposes; and (c) obtain a University agency account.
 - b. RSO funds must be used to promote a diverse array of use, facilitate intellectual engagement, encourage collaboration between students and student groups, and/or foster campus community. All funded program/events must be open to the University and free to all students who pay the activity fee. Applying RSOs must meet the following criteria to qualify for RSO funds:
 - 1) RSOs must not discriminate based upon race, color, national or ethnic origin, religion, sex (except for single-sexed social sororities and fraternities and residence halls exempted from Title IX), disability, age, sexual orientation, or veteran status in accordance with federal, state, or local laws.
 - 2) RSOs must not knowingly present false documents or information to SGA. Applying RSOs will not be awarded money from the RSO fund for any of the following:
 - a) Repayment of debt
 - b) Living-group rent
 - c) Activities that make a direct contribution to a political campaign or religious organization
 - d) Any activity that is specifically designed to raise funds for the operation of the organization
 - e) Gifts, excluding speaker or performer honorariums

- f) The duplication of materials, supplies, or services that the University will provide for at no cost to the organization
- g) Any beauty pageants or participation therein
- c. Funding stipulations and regulations are subject to change at the discretion of the Student Government Association.
4. Associate Provost for Student Affairs Programming Grant
The associate provost for Student Affairs has available funds which can be applied for by registered student organizations, students making academic presentations, and departments within Student Affairs. These programming grants are not to be considered permanent organizational funding. The purpose of the grant program is to provide the opportunity for registered student organizations and departments to present quality programming for the USI community, as well as assist students with their academic endeavors. These funds are intended to be one-time only program grants. The associate provost for Student Affairs will make final allocation decisions.
5. Unexpended Balances of Inactive Student Organizations
Any student organization that does not register for two (2) consecutive years will have the funds in its University agency account, which is managed by the Business Office, transferred to the associate provost for Student Affairs program grant account unless arrangements have been made with the USI Business Office.
6. Entertainers, Speakers, and Performers
- Information on acts, both local and national, who may be available for entertainment at social events, is located in the Office of Student Development Programs. It is strongly recommended that any student organization or group wishing to engage entertainment groups contact the Office of Student Development Programs for specific advice as to the contracting procedures. Any registered student organization entering into a contractual relationship must have prior approval from the organization's advisor before asking for the contract and must have the advisor authorize the contract on behalf of the organization, following all contractual procedures as required by the University.
 - Arrangements for speakers and performers are to be made in keeping with the University speaker and performer policy.
- C.5 Registration of Student Organizations**
- When any group of students wish to engage in sustained activities and/or programs and use facilities on a regular basis, registration of the group as a student organization is required. The Office of Student Development Programs shall rule when there is a question as to whether a given organization intends to engage or is engaging in a sustained program. A student organization wishing to conduct a sustained program must be registered in order to:
 - Use University facilities;
 - Be listed in University publications and newsletters;
 - Use the University name in publicity and press releases;
 - Use University logos and trademarks;
 - Apply for and expend University funds as distributed through the Student Government Association or University departments;
 - Apply for and occupy office space in the University Center;
 - Participate in Student Development Programs activities and conferences as an organization;
 - Participate in any information fairs;
 - Apply for University recognition for organizational achievement.
 - The purpose of the registration procedure is to guarantee that organizations enjoying the above privileges of association with the University do the following:
 - State their purpose, officers, advisor, and activities;
 - Keep with the mission of the University.
 - Registration does not imply that the viewpoints of the organization are those of the University.
 - Procedures: A group wishing to be registered as a student organization must complete the Intent to Organize process through the Office of Student Development Programs. Groups have 90 days to complete the process. The following information must be completed.
 - Name of organization (no organization shall register a name identical to or closely similar to the name of a currently registered organization nor can the University of Southern Indiana precede any organization name);
 - A constitution and by-laws of the organization, which includes a declaration of the purposes, goals, activities, etc., must be submitted. University of Southern Indiana policies supersede those of an organization's constitution or by-laws;
 - A list of officers or official representatives of the organization;
 - Registration attests that the local organization agrees:
 - To provide equal opportunity to all students;
 - To prohibit discrimination against any member or prospective member because of age, disability, ethnic origin, marital status, race, religious commitment, sex, sexual orientation or veteran status;
 - To promote the realization of equal opportunity through affirmative action. Certain groups, such as social fraternities and sororities, governing organizations in single-sex residence halls, and other organizations specifically exempted from Title IX of the Education Amendments of 1972, may rightfully exclude men or women.
 - The name of a faculty or staff advisor (part-time faculty and staff qualify as advisors if they are not simultaneously pursuing a graduate degree) and completion of the Advising Agreement Form. Advisors must actively participate in the organization and regularly attend meetings of the organization. In case of severe hardship, the director of Student Development Programs is authorized to waive this requirement for a reasonable period of time.
 - The national organization's constitution and/or by-laws must be on file in the Office of Student Development Programs.

- g. Provide documentation of conducting recruitment/organizational development meetings;
 - h. a membership roster;
 - i. completion of an organization retreat/officer's training workshop; and
 - j. Secure insurance (sports/recreational clubs).
5. Registration certifies that local organizations affiliated with a national organization must have a local constitution and/or by-laws that are in accordance with and do not conflict with University of Southern Indiana policies and procedures. National constitutions/by-laws imposed upon the local organization may not conflict with the University of Southern Indiana policies and procedures. If there is any question involving any of the above-stated conditions in the Procedures section, the registration of the group seeking to register will not be completed until it is referred to the Office of Student Development Programs for review.
 6. In order to be a registered fraternity or sorority at USI, the organization must be affiliated with a national Greek organization and have received approval for inclusion in the fraternal system from one of the Greek governing boards, and completed the procedures and requirements for the establishment of social fraternities and sororities. This may be obtained from the office of Student Development Programs (Federal law through Title IX permits fraternities and sororities to remain as single sex organizations provided there is equal opportunity to join similar organizations.)
 7. To keep the organization's registration current, it must be renewed in the Office of Student Development Programs by the third Friday of the fall semester. This renewal consists of providing names of current officers or representatives, advisor, and any other relevant information, and attending an information session. Should this renewal of registration not occur, all privileges extended to the organization will be withdrawn. To renew an organization's registration, the organization must do the following:
 - a. Complete the Student organization Registration Renewal Form and submit it to the Office of Student Development Programs.
 - b. The president, or any executive officer of the organization, must attend and information session by the third Friday of the fall semester. The executive officer who attends the information session must be listed as an executive officer on the organization's renewal form. Information sessions will be available during the second and third weeks of the spring semester to accommodate organizations that elect officers at the end of the fall semester.
 8. Termination of Registration: The Office of Student Development Programs reserves the right to cancel registration of any organization that fails to observe the understanding outlined in this section. Furthermore, it shall be assumed that an organization is no longer registered if it fails to complete these requirements.
 9. Appeal of Registration Procedures: Decisions concerning

registration denial may be challenged by submitting a written statement to the Office of Student Development Programs. The director of Student Development Programs will review the statement in light of the guidelines established herein. If the challenge is validated by the director of Student Development Programs, the organization will be registered. If the challenge is not validated by the director of Student Development Programs, the challenging party may refer the statement directly to the Dean of Students.

C.6 Student Organization Responsibility for Activities and Events

Student groups and organizations planning and carrying out their activities and conducting their affairs bear the responsibility for doing so in accordance with University regulations as well as state and local laws. Student organizations will be held responsible for the behavior of their members or guests when the actions of these individuals evolve from or are associated with the organization or an activity related to the organization. The extent to which an organization will be held responsible for the actions of individual members or guests will be determined in accordance with the following guidelines.

1. Definition of an Activity Related to an Organization: An activity is considered to be related to an organization when one of the following circumstances exists:
 - a. The activity being sponsored was planned in an official meeting of the organization.
 - b. The activity is a registered event with the University.
 - c. The context of the activity indicated that it was the product of the organization per se. This includes but is not limited to: the activity was held on organization property, the presence of one or more of the group's officers, the presence of 25 percent or more of the group's members, promoting or financing the event, or the presence of organized entertainment.
2. The parent organization shall be responsible for the actions of new members or other subgroups carrying official status.
3. Events or activities that include numbers of non-members also are the responsibility of the group or organization in question. Appropriate measures must be employed to prevent or deal with infractions and problems involving nonmembers (see section 4.b, and section I below).
4. Infractions: Each group or organization has the responsibility and is expected to deal with individuals allegedly in violation of University regulations or laws by referring such individuals to the Department of Security, the Office of Dean of Students, the Department of Housing and Residence Life, and/or the Office of Student Development Programs. Circumstances that do not constitute violation of University policy or law, but that may be violations of organizational regulations may be dealt with internally by the organization.
 - a. Each group or organization is expected to refer such individual(s) to the appropriate University authorities. The Department of Security should be contacted immediately for any issue involving public safety. The

Office of Student Development Programs should be contacted for any organizational-constitution violations. Referral should be made to the Office of Student Development Programs and/or the Office of Dean of Students for violations of the Code of Student Behavior and/or University conduct action.

- b. The group or organization must show good faith in referring individual(s) who may be responsible for violating University policy or any federal, state, or local laws. The degree to which the group or organization carries out this overall responsibility will have bearing on the extent to which it may be held accountable for the actions of the individual(s). Members and non members of a group at an activity related to an organization are included in the expectation of the group's responsibility and appropriate measures must be employed to prevent or deal with problems and/or violations.
 - c. When (1) sufficient preventive measures have not been employed and/or (2) action to refer individual cases to appropriate authorities has not been taken, the student organization may be held accountable for violations.
5. Additional responsibilities for social fraternity and sorority organizations regarding activities and events can be found in the University of Southern Indiana Fraternity and Sorority Policies and Guidelines available in the Office of Student Development Programs.

C.7 Student Organization Responsibilities for Events Involving Alcohol

The University of Southern Indiana Alcohol and other Drug Policies are consistent with the educational and non-punitive philosophy that governs the *Student Rights and Responsibilities: A Code of Student Behavior*. The code emphasizes personal responsibility and is intended to facilitate individual student growth and development. To help reduce the incidence and prevalence of alcohol use that may adversely affect the quality of an individual's experiences at the University of Southern Indiana, abstinence is encouraged. No alcohol may be brought to or distributed at any event on campus without permission of the president or her designee. Kegs and other containers used for distributing alcoholic beverages are not permitted anywhere on campus or in organized student housing. Students of legal age who choose to drink off campus are expected to handle alcohol in a low risk manner and behave responsibly. The following procedures have been established to emphasize the shared responsibility of the host organization and individuals attending social events or activities related to an organization. These procedures are intended to reduce risks associated with social events and to assure compliance with University policies as well as state and local laws concerning the use of alcohol and other drugs.

1. Registration

Any social event that is to be held on University property or in organized student housing by one or more student organizations must be registered. Student organizations register social events through the student scheduler. All social events must be registered at least two weeks prior to

the date of the event. Student organizations may be required to have a designated faculty advisor or authorized sponsor present at the event. In addition, a representative from the registering office may meet with the organization leader(s) to plan procedures in accordance with these guidelines for the event. Social events will not be permitted unless complete compliance with these procedures, University policies, and state and local laws can be assured to the best of the ability of the hosting group(s). Additional regulations may apply to social fraternities and sororities.

2. Off-Campus Social Events

Any registered student organization that sponsors a social event away from campus is obligated to adhere to all University policies and federal, state, and local laws. It is the responsibility of the sponsoring group(s) to institute measures to assure that minors do not consume alcoholic beverages at off-campus social events.

3. Violations

If University policies, federal, state, and/or local laws are violated during or as a result of a social event, the sponsoring group(s) will be considered responsible and held accountable for the violation(s). The group must understand that other potential legal liabilities may also occur for the organization, individual students, officers, guests, and advisors. Littering, infringing upon the rights of others, and abuse of public or private property are also examples of violations of this policy. Other possible violations of University policy will include but are not limited to the following:

- a. Failure to register functions
- b. Construction of unauthorized structures
- c. The failure to use required entrances and exits properly
- d. The consumption of alcohol by individuals who are under the legal age
- e. The providing of alcohol to any person under 21 years of age
- f. Failure to provide adequately trained and identified marshals to supervise the event
- g. Conducting "spontaneous" social functions, activities, or events
- h. Exceeding the maximum number of guests at any given time
- i. Failure to comply with the policies regarding sound system and sound ordinances
- j. Failure to adhere to clean-up plans
- k. Failure of responsible members to attend all training sessions if deemed necessary.

NOTE: All groups should remember that these are minimum standards of care that should be exercised in all social events. Depending on the scope of activities, additional measures may be deemed necessary by the group/University to ensure a safe and enjoyable activity.

4. Additional responsibilities and regulations for social fraternity and sorority organizations regarding events involving alcohol can be found in the University of Southern Indiana Fraternity and Sorority Policies and Guidelines available in the Office of Student Development Programs.

C.8 Solicitation and Fundraising

1. The buildings and grounds owned by the Board of Trustees of the University of Southern Indiana exist for, and are exclusively devoted to, the organized and approved University program of higher education. As such, they are committed to being used for the non-profit, tax-exempt use of the official program of the University. Therefore, private unsolicited business activities are not permitted on University premises. However, in certain limited areas, the University contracts with private firms to provide needed on-campus services for students, faculty, and staff that contribute to the accomplishment of the University's educational purposes.
2. Apart from prohibiting profit-making commercial business activities, the University also regulates, within limits, under separate policies, and consistent with the above policy, any use of its buildings and grounds for solicitation, including fundraising activities. Fundraising activities must not violate state law by including a drawing, raffle, lottery, game of chance, or any scheme for distribution of prizes among persons who are paying for a chance to obtain a prize.
3. Policy on Sales and Solicitation
 - a. No canvassing, peddling, soliciting, distributing, or posting of any written or printed material by non-University individuals or organizations is permitted on the grounds or in the buildings or on equipment or networks owned/operated by the University without the written permission of the president. Such solicitations that are prohibited include the use of electronic mail and web page solicitations. Any activity in violation of this policy should be reported to the Office of the Dean of Students.
 - b. Students and employees are not permitted to solicit, canvas, or peddle any items, distribute or post any unauthorized material within the buildings or through equipment or networks owned/operated by the University or on the grounds of the University without the written permission of the president or designate. Such solicitations that are prohibited include the use of electronic mail and web page solicitation. Any activity that violates this policy should be reported to the Office of the President.
 - c. Approved solicitations include the annual United Way campaign and various USI Foundation and University solicitations. Other activities may be approved for projects and/or programs that are of direct interest and value to the University. Students and employees may donate as generously as they wish, as the University does not imply any obligation on the part of the individual employees to contribute. Contributions to charitable and welfare programs and activities are entirely matters of individual discretion.
 - d. Sales, solicitations, and distributions are permitted by officially registered campus organization only if they are for the general benefit of the University and/or the community and have received authorization of the president or a designate. Application for approval for sales and solicitations events (including athletic events and events held in Housing and Residence Life areas) may be initiated with the student scheduler. Generally, sales and solicitations are limited to three days in a 30-day period and not more than twice a semester. Authorization to sell on campus does not constitute an endorsement by the University of either the product sold or the service rendered. The University of Southern Indiana and the USI Foundation do not recognize fundraising efforts using games of chance, such as raffles, door prizes, half-pots, or bingo as methods for raising charitable funds. Neither the University nor the USI Foundation is a qualified organization licensed by the Indiana Department of Revenue, Charity Gaming Division, to conduct such activities. Student groups and University support groups are encouraged to solicit funds in other ways. For information, contact the director of Development.
 - e. Sales and soliciting groups or individuals are expected to adhere to the following regulations:
 - 1) The use of sound equipment (tv, stereo, amplifiers, public address system) is restricted; permission to use such must be obtained from Scheduling Services.
 - 2) Groups must display a printed sign no smaller than 18" x 24" signifying the name of the organization hosting the sale or solicitation.
 - 3) For-profit entities must have a retail sales permit available at the scheduled activity. A currently enrolled student representing the sponsoring group or organization must be present at all times.
 - 4) Groups or individuals must have written confirmation for the scheduled event available at the scheduled event.
 - 5) Space in the University Center may be reserved. The University Center may be used by registered student organizations for conducting campus-wide elections, distributing literature relating to student organizations, recruiting membership for student organizations, and activities, sales, and solicitations.
4. Fundraising Policy

All members of the University community— faculty, administrators, clerical/support staff, and students—have a responsibility within the framework of their positions to participate in University fundraising from private sources within the program coordinated by the USI Foundation office.

 - a. The president of the University is the official spokesperson on all fundraising matters. The director of development/president of USI Foundation, in concert with other administrative units, will assess University needs, identify possible private sources for funds to meet those needs, prepare plans for soliciting private sector funds, and direct the personnel and financial resources available through the office toward obtaining resources to meet those needs.
 - b. All University efforts in private fundraising will be coordinated through the USI Foundation. Under this policy, guidelines for private fundraising are:
 - 1) The use of sound equipment (tv, stereo, amplifiers, public address system) is restricted; permission to use such must be obtained from Scheduling Services.
 - 2) Groups must display a printed sign no smaller than 18" x 24" signifying the name of the organization hosting the sale or solicitation.
 - 3) For-profit entities must have a retail sales permit available at the scheduled activity. A currently enrolled student representing the sponsoring group or organization must be present at all times.
 - 4) Groups or individuals must have written confirmation for the scheduled event available at the scheduled event.
 - 5) Space in the University Center may be reserved. The University Center may be used by registered student organizations for conducting campus-wide elections, distributing literature relating to student organizations, recruiting membership for student organizations, and activities, sales, and solicitations.

- 1) University personnel and students desiring to solicit private funds or call attention to specific needs shall submit in writing the needs, ideas, recommendations, and proposals to be reviewed and approved by respective administrators, deans, chairpersons, appropriate associate and assistant vice presidents, appropriate vice presidents, and the provost.
 - 2) After review by the provost, the proposal shall be submitted to the director of Development/president of USI Foundation. The USI Foundation will not proceed with any proposal or recommendation for soliciting private funds without approval of an appropriate vice president and the president.
 - 3) If the proposal or recommendation receives approval through channels and is determined to be in concert with the general purposes and missions of the University, and if funds are not available within current resources, development staff will try to obtain private funds.
 - 4) Approved proposals or recommendations will be included in the development plan for the University.
 - 5) When appropriate, faculty members, deans, chairpersons, administrators, and students will be called on to assist development staff in identifying University needs, expressing these needs, preparing proposals on potential private funds sources, and generally striving to obtain resources for the University's identified unmet needs.
- c. This policy will apply to all private fundraising proposals and activities by all personnel and students of the University.
 - d. For purposes of this policy, private funding sources are individuals, alumni, friends, businesses, foundations, and other sources except local, state, and federal governmental agencies supported by tax-appropriated dollars.
5. Fund Raising for Student Organizations
 - a. Sales must be scheduled through, and approved by the student scheduler. This includes fundraisers such as bake sales and discount cards.
 - b. Ideally, only two groups at a time will hold sales in any one area.
 - c. When scheduling a fundraising activity, an organization must request all tables and other equipment that will be needed. Costs associated with setups other than at the UC will be charged to the organization.
 - d. Special rules exist for bake sales. A copy of the Health Department regulations is available at the Office of Scheduling Services.
 6. Sponsorship Fundraising Policy
 - a. Each reserving company MUST be sponsored by a REGISTERED student group or organization. The sponsoring group will then contact the student scheduler to reserve space and any necessary equipment. Fundraising companies may NOT make reservations.
 - b. Space is not provided on a sub-lease basis. Sponsoring group or organization MUST have a representative present for the duration of the function.
 - c. Reserved space will be limited to three days a week in a 30-day period and no more than twice a semester per company.

C.9 Priorities for Use of University Buildings and Facilities

Officially registered student organizations may use University facilities on a space-available basis to hold meetings or conduct activities consistent with the objectives of that organization.

1. Definition of Facilities

- a. The facilities of the University include all buildings and grounds owned or leased by the University. Space within the buildings and grounds is of three types (1) Dedicated, (2) Semi-public, and (3) Public.
- b. Dedicated – Dedicated space is defined as space used primarily to serve and support the educational, cultural, living, and recreational functions of the University. Although such areas may be used by the public, University functions have priority. Examples of such space are: classrooms, laboratories, libraries, student housing, restricted facilities, and intramural and athletic fields.
- c. Semi-public – The semi-public space areas are defined as space available for use by internal and external individuals and groups on a reservation only basis. Normally, non-University organizations will pay for the use of such space. Examples of such space are meeting rooms and lecture rooms in academic buildings and the University Center.
- d. Public – The public space areas are defined as those which accommodate traffic flow, and facilities of the University open to the public. These areas are defined to include sidewalks, campus streets and drives, entrances to buildings, lobbies and corridors in classroom and office buildings, and semi-public facilities and common areas in student housing and the University Center.

2. Use of Facility

- a. Dedicated Space – General Instructional Space
 - 1) General classroom areas in academic buildings, including large lecture rooms, are not assigned to any specific academic area. These areas are under the jurisdiction of the Registrar's Office for assignment of regularly scheduled classes. Reservations for meetings, study groups, and other temporary uses by student organizations are to be made by calling the student scheduler.
 - 2) General instructional space such as athletic fields, University Center, conference rooms, Physical Activities Center, and the buildings constituting Bent Twig Outdoor Education Environment may be reserved by student organizations through the student scheduler.
- b. Semi-public Space
 - 1) Student Activities Space – General student activities space is available in the University Center. Space for social events, such as dances, movies, organizational meetings, and other activities will be coordinated with the student scheduler.

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- 2) Lobby Areas and Other Semi-public Space – Reservations for use of lobby areas and semi-public space areas must be made with and approved by the student scheduler. The University reserves the right to deny the use of areas if it is determined that access by the group is disrupting the normal operation of the facility or the University.
- c. Public Space
- 1) General Buildings and Ground Space
 - a) Every person with legitimate business at the University has the privilege of free access to public areas of the buildings and grounds during hours when they are open; such hours are determined by the president or her designee. These areas include sidewalks, closed streets, entrances to buildings, corridors in classroom and office areas, library reading rooms, and common areas.
 - b) The president or her designee may deny this privilege of free access to an individual or group which disrupts the normal operation of the University.
 - 2) Reservation of Space – Public area space as defined by this policy may be reserved by officially registered student organizations. Soliciting for monetary reasons, or selling, will not be permitted in the public areas except in cases of student groups whose activities are approved through the Office of Scheduling Services or other University organizations as approved by the president or her designee.
3. Right of Use of Space
- a. Use of space for purposes other than those for which it has been designated will not be allowed. Neither individuals nor groups will be permitted to interrupt the use of space, after it has been duly assigned, without permission of the president or a University official designated by the president.
 - b. If, after observing the situation, the person in charge of a facility or function determines that a situation is no longer peaceful and orderly, he should:
 - 1) Request, not direct, the individual(s) to desist from activities causing the disturbance and allow a reasonable time for such action to occur. In the event efforts at persuasion fail, he/she should inform the Department of Security of the nature of the disturbance and remain on the scene, except for extreme cases, until the security officers arrive, at which time emergency procedures will be initiated; or
 - 2) Elect, when personal safety or well-being will be endangered by direct involvement with the demonstrators, to inform immediately the Department of Security, whose staff will implement approved emergency procedures.
 - c. Agencies coming to the campus to recruit students for employment must make reservations for space and schedule with the Office of Career Services and Placement. Personal interviews will be scheduled in the Office of Career Services and Placement or in semi-public areas if the facilities of the office do not accommodate the demand.
4. Reservation Procedures
- The following procedures apply to reservations requested by officially registered student organizations:
- a. Indoor Space: Those requesting a reservation of an indoor University facility/space should contact the Office of Scheduling Services and follow any policies and procedures established for that site.
 - b. Outdoor Space: Those requesting a reservation of an outdoor University facility/space must complete a reservation form and submit the form to the Office of Scheduling Services 60 days prior to the event. All paperwork and special requests must be submitted to the Office of Scheduling Services 30 days prior to the event. The reserving organization must be in good standing with the University. Scheduling Services shall forward copies of the reservation to the Office of Student Development Programs, the Department of Security, and other appropriate offices for approval. Once approved, the Office of Scheduling Services will notify the reserving organization. If the attendance for the event is expected to be 100 or greater, and there will be amplification of sound, the group must also submit a Proposal for Outdoor Event/Activity, a budget, and timeline to the Office of Student Development Programs and schedule a meeting with the program advisor for Student Activities. This meeting must occur at least 60 days prior to the event. If event approval is granted, the group must complete paperwork and requests at least 30 days prior to the event. The group may meet as necessary with the student scheduler in the Office of Scheduling Services and the program advisor for Student Activities in the Office of Student Development Programs.
 - 1) Programs on USI grounds involving amplification will begin no earlier than 3 p.m. on Fridays and no earlier than 10 a.m. on Saturdays and Sundays. All events must conclude by midnight of the same day in which they begin.
 - 2) Only one program involving amplification (voice, music, etc.) may be scheduled on USI grounds during any one-weekend period unless approved by the Office of Student Development Programs. Friday is considered a weekend event.
 - 3) Events involving the use of amplification must add a standard clause on all contracts, which will give the sponsoring organization the right to request the artist/provider to reduce the volume output. All contracts must be approved by the Office of Student Development Programs. All technical riders must be approved by the Office of Scheduling Services.
 - 4) The student organization scheduling the program is accountable for the performance and volume output of the participating artists and/or individuals. If requested by an appropriate University official, the responsible student organization designee will be expected to reduce the volume output. Failure to do so may result in immediate termination of the scheduled event and subsequent use of USI grounds

- by the sponsoring organization and artists involved.
- 5) Outdoor events will require security. This cost will be the responsibility of the sponsoring organization. USI Security will determine such security requirements in conjunction with Student Development Programs and Scheduling Services.
 - 6) Arrangements for set-ups (including but not limited to staging, electrical needs, tables, chairs, portable restrooms), tear-downs, cleaning, and damage repairs are at the expense of the sponsoring organization. Physical Plant in conjunction with Office of Student Development Programs and Scheduling may estimate the associated costs.
 - 7) Any event that is a fundraiser and/or will be providing/selling food or items must abide by the USI Fundraising Policy for Student Organizations and/or any Board of Health requirements/policies.
 - 8) All proposals for outdoor events must have a contingency plan in the event of bad weather or other unforeseen circumstances.
 - 9) Event must be approved before publicity for the event is distributed.
 - 10) University of Southern Indiana and the Office of Student Development Programs are not responsible for charges incurred by sponsoring organization (including but not limited to Physical Plant charges, off campus vendors, food service, or contracted obligations).
- c. Approval Subject to Review: At all times, any reservation approval is conditioned upon full compliance with all University policies and all reservation requirements. The University reserves the right to disapprove the request of any entity that fails to comply with University policies or federal, state, or local laws, or which has damaged University facilities at any time.
 - d. Fundraisers: Fundraisers sponsored by registered student organizations must be approved by the Office of Scheduling Services no later than two weeks before the event is to take place. The fundraising form is available in the Office of Scheduling Services. All funds must be deposited in the student organization account.
5. Additional Facility Use Policies
 - a. Alteration of University Property: Alteration or physical modification of property owned or leased by the University is not permitted. To prevent damage to University infrastructure, Physical Plant must approve the erection of tents or any temporary structures.
 - b. Decorations: The organizer must have decorations approved and/or facilities inspected for safety in advance by Physical Plant or the facility official.
 - c. Property Damage: Any group or individual that causes damage to University property must pay any charges necessary to return the property to its original state; University employees, students or organizations also may be subject to disciplinary action.
 - d. Organizer Arrangements: The organizer shall be responsible for addressing issues such as special power requirements, access to restrooms, adequate waste receptacles, and inclement weather sites. Many campus buildings are closed after hours and on weekend/holidays; therefore, power and restrooms are not readily available. If waste receptacles are overflowing after an event, the requestor/sponsoring group will be charged the additional cleanup costs incurred by the department that operates the facility/outdoor space. The organizer shall be solely responsible for any and all costs arising from or relating to any event and by requesting to use University facilities agrees to pay all such charges.
 - e. Publicity, handouts, etc.: All publicity, handouts, printed materials, etc. are governed by University policies and procedures.
 - f. Information Tables: Requests to use information/ display tables on campus will be honored for student organizations and University departments. The Office of Scheduling Services will make all arrangements.
 - 1) All table activities must carry the identification of the sponsoring organization.
 - 2) A representative of the sponsoring organization must be present at the table at all times.
 - 3) Promotions may take the form of ticket sales, collection of funds, distribution of literature, etc.
 - 4) Tables must be kept neat and orderly. Materials must be removed at the end of each day.
 - 5) All table activities are limited to the confines of the table. Traffic flow through the hallways cannot be restricted. Information table activities cannot interfere with the rights of others operating other information tables.
 - 6) Loud and boisterous activity will not be allowed.
 - 7) Fundraising activities must be approved prior to reserving an information table. The Office of Scheduling Services in accordance with University regulations must approve fundraising activities in any form.
 - 8) Non-University related groups may reserve information/display table space if:
 - a) The use of the booth would result in a service to the University community that is needed and is of measurable benefit, i.e., telephone service, etc.
 - b) The use of information/display table space is a recruitment of students and sponsored through the Career Services and Placement Center, the U.S. Armed Forces recruiting teams, or other government agencies sponsored by the Career Services and Placement Center.
 - c) They are sponsored by a registered student organization or University department.
 - g. USI Outdoor Grill Policy
 - 1) Students, recognized student organizations and University departments are allowed to hold grilling activities in designated approved areas on campus. Responsible parties are required to follow all policies and safety guidelines associated to grilling on University property.
 - 2) Off campus organizations that have reserved space

- through Scheduling Services may be allowed to hold grilling activities in designated approved areas on campus and are required to follow all policies and safety guidelines associated to grilling on University property. All off campus organizations must provide a certificate of insurance as required by Scheduling Services in order to grill on University property.
- 3) Personal grills, leased commercial grills, smokers and turkey fryers are not permitted on University property. Commercial grade grills (charcoal or gas) will only be allowed on University property from off campus if the event qualifies for the following policy exemption:
 - a) An off campus preapproved grill will be permitted on campus if Sodexo/USI Food Services is unable to meet the needs of a scheduled event being held on University property or if the sponsoring group has received special exemption from the Office of Risk Management & Safety. In order to qualify for exception to this policy, you must obtain a commercial grade grill and make arrangements to have the grill inspected and approved by the Office of Risk Management & Safety 10 days before the event. The exemption policy only applies to grills; smokers and turkey fryers are not exempt from the policy.
 - b) University departments and organizations that qualify for the above exemption can safely transport no more than 60lbs per unit of liquid propane onto University property.
 - 4) Portable grills are available for rent for events through Sodexo/USI Food Services. Call 812-465-1652 to reserve a grill. Grills can be used at approved locations on University property. Contact Scheduling Services (812-465-7037) to obtain a list of approved locations.
 - 5) All grilling operations shall be operated in a safe manner. Grills can only be used on a firm, flat, stable surface away from trees, shrubs and other landscaping.
 - 6) All portable grills must be kept at least 30 feet away from any buildings or structures, including balconies and terraces, and not used beneath any structure equipped with an overhang.
 - 7) All portable grills must be kept at least 30 feet away from any vehicles, equipment and materials. Grilling is not permitted in areas where vehicular traffic is allowed unless approved by the Office of Risk Management & Safety and USI Security.
 - 8) All portable grills must be kept at least 100 feet away from any building fresh air vents.
 - 9) The University department, organization or off campus group reserving the grill site is responsible for safety during the grilling event and must ensure the grill(s) are supervised at all times when in use. Any damage to the surrounding environment is strictly prohibited. If damage to the area occurs, the sponsoring University department, organization or off campus group may be charged for damages.
 - 10) A fire extinguisher is required at every event using a gas grill. (Fire extinguishers are furnished on all Sodexo/USI Food Services grills.) Fire extinguishers must be serviceable, fully charged, and inspected or "tagged" by an authorized fire equipment distributor within the past year. Fire extinguishers cannot be taken from any University building or structure and used to meet the requirements for grilling operations. Separate extinguishers must be obtained for this purpose. If the fire extinguisher is used, USI Security must be notified and a report of incident filed.
 - 11) Public permanent in-ground charcoal grills are provided throughout campus for use by University students and organizations.
 - 12) Users of charcoal grills on campus must adhere to the following:
 - a) Only Matchlight brand charcoal may be used with the public grills. Charcoal shall be provided by the user.
 - b) The use of any fire accelerant is prohibited. (Examples; gasoline, kerosene, and lighting fluid).
 - c) A bucket of water near the grill is required.
 - d) The organizer is responsible for ensuring that any burning charcoal is completely extinguished with water after the grilling is complete and that the site is left as clean as it was found.
 - e) Embers and ash from the grills must be disposed of in an approved metal container labeled for charcoal disposal located near the permanent grills.
 - f) Paper trash must be removed from the grill area and disposed of in appropriate trash receptacles; paper or trash of any type is not to be placed in the coal disposal container.
 - g) All users must leave grills in a generally clean condition. Cleaning fees may be imposed on anyone leaving grills in a soiled condition.
6. Sound Regulations on Campus and Respect for Others
 - a. Noise Disturbances to be Avoided: University entities and non-University entities must respect others' rights by not creating noise disturbances on the campus or around residences. The sound regulations apply to outdoor campus events that may potentially cause noise disturbances regardless of whether or not amplified sound is used (e.g., outdoor music performances).
 - b. End of Semester Policy: Outdoor events which could create noise disturbances on campus will not be approved after the last day of classes through the end of finals each fall and spring semester.
 - c. Notification to Others: Event organizers are responsible for notifying parties potentially affected by their event sound levels or activities.
 7. Procedures for Use of Facilities By Student Organizations
 - a. Any registered student organization may use University facilities for open or closed events, meetings, or performances subject to University policies regarding use of University facilities and outdoor space. Student organization sponsored events will be cancelled if the

University closes. Generally, student organization-sponsored events will be cancelled if all classes are cancelled unless approval is granted.

- b. Publicity and communications concerning any meeting shall clearly identify the sponsoring organization and shall carefully avoid any stated or implied approval, support, or endorsement by the University. In all open meetings at which an off-campus speaker will speak, a reasonable period shall be reserved for questions from the audience.
 - c. An invitation to a speaker does not necessarily imply approval or disapproval of the speaker or his or her views by either the University or the student organization. In case a request for the use of a University facility by a registered student organization cannot be granted, it is the responsibility of the University officer to whom the request was made to notify promptly in writing the organization making the request stating the reasons for the denial.
 - d. The University administration and advisor may inform an organization concerning its views on any proposed off-campus speaker or performer, but will leave the final decision to the organization.
 - e. Speakers may be invited to campus to discuss political issues. Registered student organizations may solicit memberships and dues at meetings. However, political party membership may not be supported or opposed, money may not be raised for projects not directly connected with a University activity, and private business may not be conducted in University facilities.
8. Service Charges
- a. Any special services provided by the Physical Plant or other departments will result in appropriate charges to the using groups. Student organizations may be required to have a minimum amount of dollars on deposit within their University agency account or pre-pay a portion of University charges upon approval of events.
 - b. Ordinary maintenance requirements—(i.e., scheduled refinishing of floors, painting, etc.)—will be assumed by the University even though this schedule may be advanced due to the extra use of such facilities.
 - c. Scheduling should take place sufficiently in advance of the using date to permit necessary adjustments and arrangements. Two weeks is the normal time required for activities requiring special services. It is expected that major events will be scheduled as far in advance of the activity date as possible.
9. Use of University Center facilities
- a. Room Reservation: Requests to use meeting rooms in the University Center will be honored for officially registered student organizations, University departments, non-University official guests, and official guests of the University (as approved by the Office of Scheduling Services). The reservations should be made at least 24 hours prior to the event. Larger events must be scheduled at least two weeks in advance. University scheduled classes for credit may not be held in the University Center.

- b. Groups reserving rooms in the University Center are granted exclusive use of such rooms for the time period reserved.
 - c. Non-University Entities: Non-University entities may request to reserve space in the University Center, subject to the approval of the vice president for Government and University Relations or designee and all applicable University policies.
 - d. University Center Display Cases Registered student organizations and University offices may reserve designated display cases in the University Center for promoting their organization and/or events with the Office of Scheduling Services.
 - 1) Generally, one display case may be reserved at a time, for up to a two-week period; no more than three times each semester (fall and spring). The reservations cannot be continuous in nature.
 - 2) Display cases may be reserved up to one year in advance. After the end of the fourth week of each semester, organizations and departments may have the opportunity to reserve additional displays on a first-come, first-served basis.
 - 3) Display cases must be cleaned out by Saturday of the reservation period before the University Center closes. Individual must present a valid University ID to check out display case key.
 - 4) The University Center will not be responsible for the safekeeping of any materials in the display case and will empty the case if items are not removed in the time allowed.
 - 5) Requesters not complying with these rules will lose the privilege of reserving display cases for the rest of the year. Any other display cases they have reserved will be released at that time.
10. Temporary Food Stands
- Temporary food stands are permitted for three consecutive days, no more than twice a semester. All Vanderburgh/Indiana State Health Requirements must be followed. A copy of the health code is available in the Office of Scheduling Services.

C.10 Information Materials, Publicity/News Releases, and Advertising

1. Campus Posting Policies
 - a. Posting on campus is restricted to University campus groups, organizations, University departments, students, faculty, and staff. Space is not available for commercial advertising by non-University firms or organizations unless a request is received in writing and permission is granted in writing by the Office of the Dean of Students.
 - b. All posting is limited to those activities open to the student body; events that bear some direct relationship to the educational purpose of the University and/or that provide an exceptional or beneficial service to students, faculty, and staff not normally available; and information about a student organization or University department, including educational material related to their purpose or function.

- c. All posting must have the name of the sponsoring group or organization and follow the posting policies and procedures. If the posting is not in English, an English-language translation must be included with the posting.
- d. The posting policy applies to all forms of posting. Additional policies may apply to specific forms or areas. No posting of flyers or literature on car windows, light poles, sidewalks, building doorways, trash cans, or unapproved locations. Violations to the campus posting policy should be reported to the Office of the Dean of Students.
2. Posting Guidelines and Procedures
- a. Bulletin Boards
- 1) All flyers and posters may be placed on bulletin boards and must meet the guidelines stated in the first paragraph of this policy. They are not to exceed 22" X 30" and must be secured by using pushpins or thumbtacks on bulletin boards. Bulletin boards and posting areas are defined for use as follows:
 - 2) Bulletin boards identified as "designated" or "General University Posting Areas" are available for posting to the following: University campus groups, organizations, University departments, students, faculty, staff, and approved non-University firms or organizations. To obtain a current listing of all designated or "General University Posting Areas," contact the student scheduler.
 - 3) Bulletin boards identified as "restricted" are under the jurisdiction of a school, department, or administrative office and are restricted to their use only. University campus groups, organizations, and University departments may request permission to use these bulletin boards by the appropriate school, department, or administrative official.
 - 4) Groups or individuals using designated bulletin boards may bring 15 copies to the Office of Scheduling Services (UC 208) to be posted by a member of the Scheduling staff.
 - 5) An open posting area is available for posting by anyone, without permission. The open posting area is located on the northwest corner of the Orr Center.
- b. Banners
- Banners may be hung by registered student organizations and University departments on the UC in designated locations. Banner space on the University Center is available on a first-come, first-served basis with the student scheduler, but can be scheduled in advance to secure space. All banners must meet the following guidelines: no larger than a twin-sized sheet, cannot contain wood or metal, and utilizes approved weights (anchors), such as balloons filled with sand (available free of charge in the Office of Scheduling Services). Anchors must hold the banner straight but must not present a risk to people or property. Banners not picked up within five working days will be thrown away.
- c. Staked Signs/A-Frames
- Staked signs and A-Frames may be utilized by registered student organizations and University departments. Staked signs, maximum size of 18" x 24", and A-frames are allowed in specified lawn areas along the sidewalks and roadways as long as they do not block or overhang onto a walkway, driveway, or street. Staked signs and A-frames are not permitted in landscaped areas (see Student Development Programs web site for map). Only directional signs for campus events may be posted in the boulevard median with approval from Scheduling Services. Permanent signs are not permitted on University premises. Within 72 hours of the completion of the event, all signs must be removed or it will result in Physical Plant charges.
- d. Table Tents
- Table tents may be utilized by registered student organizations and University departments. To place table tents, permission must be obtained through the student scheduler.
- e. Chalking
- Chalking may be utilized by registered student organizations and University departments and is allowed on outdoor concrete (non-brick) sidewalk areas that are exposed to the weather and can be easily washed away by rain. Physical Plant charges for cleanup in areas not exposed to rain may be incurred. Use only brands of chalk identified as sidewalk chalk on the label. Designs with lewd content, hateful or derogatory messages or symbols or designs that can be changed into lewd content are not permitted. All chalking must meet the campus posting policy. Counter-chalking is not allowed. Counter-chalking is defined as chalking that occurs either directly on original chalking or in proximity to original chalking and represents an opposing viewpoint.
- f. Windows
- Select University Center windows can be painted to promote events on campus by registered student organizations and University departments. Contact the student scheduler to reserve any of these windows. Events advertised must be open to all USI students. Windows can only be painted with washable paint and the organization or department is responsible for cleaning any ground spills and window cleaning on the final day of the reservation. Failure to clean the window or ground spills will result in Physical Plant charges.
- g. Handbills/flyers
- Registered student organizations, University departments, and approved non-University firms and organizations may distribute literature/ handbills on campus if in compliance with the campus posting policy, in addition to the following:
- 1) individuals distributing do not hawk, shout, or accost individuals;
 - 2) the distribution may not obstruct pedestrian or vehicular traffic;
 - 3) literature or handbills discarded on the ground in the general area of distribution are to be picked up by sponsoring group;

- 4) the distribution of material is not in an area reserved by another organization nor does it impede another scheduled activity or event.
- 5) the distribution of material must be outside and will not be allowed inside University buildings.

C.11 License Program Policy

The University of Southern Indiana seeks to manage the use of its logo and image and to benefit financially from the marketing of that image. To that end, a licensing program has been developed which establishes a framework for consistently applying the license policy to activities associated with the licensing of the University name and emblem.

1. Vendor Approval Process
 - a. All manufacturers of clothing and promotional items which use the logo, the image, or the words University of Southern Indiana are expected to comply with the policy. Upon receipt of a vendor's application and an application fee, the Bookstore manager or their designee will review the application and respond to the vendor.
 - b. Vendors will be required to submit quarterly production reports and royalty payments to the University. Vendors will submit drawings of proposed licensed materials for approval prior to production.
2. Exceptions
 - a. Exceptions to the fee are made for University uniforms for employees and athletic teams. This would include practice uniforms and other outfits required for travel or sport participation.
 - b. Additionally, University letterhead, envelopes, and invitations used by University departments are not subject to licensing.
3. Operational Responsibility
 - a. The Bookstore manager or their designee is charged with operational responsibility of the licensing program, including processing of license applications, identification of license infringement, communication to licensed and non-licensed vendors, and coordination of internal reporting.
 - b. Internally, all purchases of named or emblematic material must be approved and purchased from licensed vendors. University purchasing standards will apply to such purchases.
 - c. Vendors wishing to use named and emblematic material must use camera-ready art available in the Bookstore Office. Any modification of logo or type style on the logo would be rare and must be approved in advance by the vice president for Government and University Relations.
4. Rebate Program

University departments which use licensed materials directly benefiting the University may request, from the director of the Business Office, a rebate of licensing fees. Items which are purchased for resale or other commercial benefit are not eligible for the rebate, nor are any items purchased by student organizations, student clubs, or University-related support groups. Departments which share in the licensing revenue distribution (currently the

Athletics department and student affairs programs) also are not eligible for the rebate program.

C.12 Student Conference Guidelines

1. Every student attending a conference on behalf of a registered student organization is acting as a representative of the University of Southern Indiana. To that end, courtesy and respect for others must be demonstrated at a conference. Mature, professional conduct is expected of every student. The University of Southern Indiana recommends that the student organization advisor or staff attend the conference to provide guidance and support to student delegates.
2. The following guidelines have been established, and all students traveling on behalf of the University are expected to adhere to these guidelines:
 - a. Students are responsible for their behavior and will be held accountable while traveling on behalf of the University.
 - b. University of Southern Indiana does not condone underage consumption of alcohol at University sponsored/supported/affiliated functions. Representatives of the University of Southern Indiana are expected to abide by the laws of the state which they are in.
 - c. Use of controlled substances is strictly prohibited under any circumstances.
 - d. Respect should be shown at all times for others and all non-personal property.
 - e. If an advisor or student leader feels any student has not adhered to these guidelines and has behaved in a manner which is unprofessional, illegal, or irresponsible, that student could face conduct charges upon return to campus.

C.13 Student Travel Procedures

Completion of a Travel Authorization shall be required for all registered student organization trips using University vehicles and/or receiving University funding. This document should be forwarded to the Office of Dean of Students for approval.

Vehicle reservations shall be the responsibility of the trip coordinator. Meal allowances for students traveling as a representative of the University shall not exceed current University per diem rates. Check with the USI Travel Office for current rates.

When faculty and/or staff are traveling with students, they are prohibited from sharing a room with a student.

Student Rights and Responsibilities 8/26/04

Revised 4/27/06

Revised 8/1/08

Revised 4/7/09

Revised 7/19/10

Revised 8/1/10

Revised 1/3/11

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2012–2013 CALENDAR

FALL SEMESTER – 2012 August 20–December 12, 2012

August 14, Tuesday University Meetings
 August 15 and 17, Wednesday and Friday Registration
 August 20, Monday Classes Begin
 August 20–24, Monday–Friday Schedule Revision Period
 August 24, Friday End 100% Refund Period and Late Registration
 August 27–31, Monday–Friday Pass/No Pass Option Period
 August 31, Friday End 75% Refund Period
 September 3, Monday Labor Day, No Classes, University Closed
 September 7, Friday End 50% Refund Period
 September 11, Tuesday Fall Assessment Day, No Classes
 September 14, Friday End 25% Refund Period
 October 8–9, Monday–Tuesday Fall Break, No Classes
 October 19, Friday Last Day to Drop/Withdraw Without Evaluation
 November 5–16, Monday–Friday Priority Registration for Spring and Summer
 November 21, Wednesday Thanksgiving Recess, No Classes
 November 22–25, Thursday–Sunday Thanksgiving Recess/No Classes/University Closed
 December 5, Wednesday No Classes
 December 5, Wednesday Schedule Revisions/Withdrawals End
 December 6–12, Thursday–Wednesday Final Exams
 December 8, Saturday Fall Commencement
 December 12, Wednesday Fall Semester Ends

FIRST SUMMER SESSION – 2013 Begins May 15, 2013

May 14, Tuesday Registration
 May 15, Wednesday Classes Begin
 May 15–16, Wednesday–Thursday* Schedule Revision Period
 May 15–20, Wednesday–Monday Pass/No Pass Option Period
 May 16, Thursday* End 100% Refund Period and Late Registration
 May 20, Monday* End 75% Refund Period
 May 22, Wednesday* End 50% Refund Period
 May 24, Friday* End 25% Refund Period
 May 27, Monday Memorial Day/No Classes/University Closed
 June 4, Tuesday* Last Day to Drop/Withdraw Without Evaluation

SPRING SEMESTER – 2013 January 14–May 8, 2013

January 9, Wednesday University Meetings
 January 10–11, Thursday–Friday Registration
 January 14, Monday Classes Begin
 January 14–18, Monday–Friday Schedule Revision Period
 January 18, Friday End 100% Refund Period and Late Registration
 January 21, Monday Martin Luther King Day, No Classes
 January 21–25, Monday–Friday Pass/No Pass Option Period
 January 25, Friday End 75% Refund Period
 February 1, Friday End 50% Refund Period
 February 8, Friday End 25% Refund Period
 March 11–16, Monday–Saturday Spring Recess, No Classes
 March 22, Friday Last Day To Drop/Withdraw Without Evaluation
 March 29, Friday No Classes, University Closed
 April 1–12, Monday–Friday Priority Registration for Summer and Fall
 April 16, Tuesday Spring Assessment Day, No Classes
 May 1, Wednesday No Classes
 May 1, Wednesday Schedule Revisions/Withdrawals End
 May 2–May 8, Thursday–Wednesday Final Exams
 May 4, Saturday Spring Commencement
 May 8, Wednesday Spring Semester Ends

SECOND SUMMER SESSION – 2013 Begins June 24, 2013

June 21, Friday Registration
 June 24, Monday Classes Begin
 June 24–25, Monday–Tuesday* Schedule Revision Period
 June 24–27, Monday–Thursday Pass/No Pass Option Period
 June 25, Tuesday* End 100% Refund Period and Late Registration
 June 27, Thursday* End 75% Refund Period
 July 1, Monday* End 50% Refund Period
 July 3, Wednesday* End 25% Refund Period
 July 4, Thursday Independence Day/No Classes/University Closed
 July 12, Friday* Last Day to Drop/Withdraw Without Evaluation

***The calendar shown here lists schedule revisions, refund, and drop/withdrawal dates for the typical FIVE-WEEK summer sessions only. Cross-term courses and courses meeting other than the standard five-week session have different dates. Contact the Office of the Registrar for these dates.**

A variety of course lengths may be offered during summer terms, including the following:

First Summer	May Term	4 weeks
	First Summer Short Sessions	2 weeks (During or after May Term)
	First Summer	5 weeks
	First Summer	6 weeks
Second Summer	Second Summer	5 weeks
	Second Summer	6 weeks
	Second Summer	8 weeks



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