

**CAMPUS BULLETIN 2007–2009**

# **IU SOUTH BEND**



**INDIANA UNIVERSITY SOUTH BEND**

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

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# INDIANA UNIVERSITY SOUTH BEND

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## THE UNIVERSITY THAT EDUCATES MICHIANA

Indiana University South Bend offers leading-edge instructional programs and outstanding technological facilities, laboratories, and lecture halls. With 290 full-time faculty, IU South Bend is proud of its teaching record and works to improve its teaching with ongoing assessment and professional development. IU South Bend develops new academic programs and new strengths in interdisciplinary inquiry, linking disciplines and students with professions that advance research, professional service, and learning.

The campus of IU South Bend borders the St. Joseph River and like the river, IU South Bend is a focal point for the region. Nearly a dozen north central Indiana and southwestern Michigan counties within a 50-mile radius look to the campus for academic and professional programs and for community services. Academic partnerships are in place with Ivy Tech Community College and other area community colleges to ensure smooth transitions between the two-year institutions and IU South Bend. IU South Bend is accredited by the Higher Learning Commission. Individual schools and academic programs are also accredited (see page 6 for details).

IU South Bend has over 26,000 alumni and an active alumni relations program to serve IU South Bend's growing campus. Two-thirds of the alumni live and work in the Michiana area. The rest find their homes in all fifty states and in far-flung places such as Australia, India, Indonesia, Kenya, Malaysia, Rwanda, Singapore, and Thailand.

### GENERAL INFORMATION

Indiana University South Bend is a comprehensive public university offering postsecondary education through the master's level. It is the third largest of the eight Indiana University campuses. The campus offers more than 100 academic programs at the undergraduate and graduate levels. Over 7,500 undergraduate and graduate students enroll in these programs. The student body is rich in diversity, including a mix of traditional and adult students and over 200 international students.

### MISSION STATEMENT

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

### CORE VALUES AND CAMPUS PRIORITIES

#### PRIORITIES FOR COLLEGIATE ATTAINMENT

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

#### PRIORITIES FOR SOCIETAL ENGAGEMENT

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

### COMMITMENTS

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

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

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

The university strives to respond decisively to the growing demand for graduate degree programs and to assure statewide access to IU South Bend distinctions in faculty-student collaboration, programs that enhance diversity and provide a global perspective, the arts, and in the nursing and health professions.

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

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

## **EXCELLENCE IN ACADEMIC PROGRAMS**

### **DISTINCTIVENESS IN DEGREE OFFERINGS**

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

### **DISTINCTIVENESS IN FACULTY-STUDENT COLLABORATION**

Because of its student-to-faculty ratio (14-1) and small class size, IU South Bend is uniquely able to provide active and collaborative partnerships between students and faculty in the classroom, in the laboratory, and in the field.

### **DISTINCTIVENESS IN ENHANCING DIVERSITY AND A GLOBAL PERSPECTIVE**

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

## **EQUAL OPPORTUNITY/AFFIRMATIVE ACTION**

**OFFICE: ADMINISTRATION BUILDING 248C**

**TELEPHONE: (574) 520-4384**

**INTERNET ADDRESS: [www.iusb.edu/~aaoffice](http://www.iusb.edu/~aaoffice)**

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

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

The Affirmative Action Office monitors the university's policies and assists individuals who have questions or problems related to discrimination.

## ACCREDITATION



IU South Bend is accredited for its undergraduate and graduate programs by the Higher Learning Commission and is a member of the North Central Association (NCA), 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, (800) 621-7440.

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

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

### COLLEGE OF LIBERAL ARTS AND SCIENCES

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

### DIVISION OF CONTINUING EDUCATION

The Montessori Teacher Academy is affiliated with the American Montessori Society (AMS). Montessori Teacher Academy courses hold accreditation through the Montessori Accreditation Commission for Teacher Education (MACTE), 506 Seventh Street, Racine, Wisconsin 53403-1128, (262) 898-1846.

### DIVISION OF NURSING AND HEALTH PROFESSIONS

#### *Dental Hygiene Programs*

The IU South Bend Dental Assisting and Dental Hygiene programs are accredited by the American Dental Association Commission on Dental Accreditation (CDA), 211 East Chicago Avenue, Chicago, Illinois 60611-2678, (312) 440-4653.

#### *School of Nursing*

The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle-Northwest, Suite 530, Washington, D.C. 20036-1135, (202) 887-6791; and the Indiana State Board of Nursing, Health Professions Bureau, 402 West Washington Street, Room W066, Indianapolis, Indiana 46204-2298, (317) 234-2043.

#### *Radiography Program*

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

### SCHOOL OF BUSINESS AND ECONOMICS

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

### SCHOOL OF EDUCATION

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

### SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

The School of Public and Environmental Affairs is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), 1120 G Street-Northwest, Suite 730, Washington, D.C. 20005-3801, (202) 628-8965.

### SCHOOL OF SOCIAL WORK

The School of Social Work is accredited by the Council on Social Work Education (CSWE), 1725 Duke Street, Suite 500, Alexandria, Virginia 22314-3457, (703) 683-8080.

# DEGREES, MINORS, AND CERTIFICATE PROGRAMS

IU South Bend offers the following academic programs. Programs offered as minors only are listed on page 10 in this *Campus Bulletin*.

PROGRAMS	DEGREES/CERTIFICATES	PAGE(S)
<b>COLLEGE OF LIBERAL ARTS AND SCIENCES</b>		
Actuarial Science	B.S.	75
American Studies	A.A.	47
Applied Informatics	Certificate	70
Applied Mathematics and Computer Science	M.S.	201
Biochemistry	B.S.	53
Biological Sciences	A.S./B.A./B.S.	47/48/49
Chemistry	A.S./B.A./B.S.	51/51/52
Computer Applications	Certificate	60
Computer Programming	Certificate	60
Computer Programming, Advanced	Certificate	60
Computer Science	A.S./B.S.	57/58
Economics	A.A./B.A.	60/61
English	A.A./B.A./M.A./M.A.T.	63/63/202/202
Film Studies	A.A.	66
French	A.A./B.A.	87/88
German	A.A./B.A.	87/88
History	A.A./B.A.	68/68
Informatics	B.S.	68
Liberal Studies	M.L.S.	204
Mathematics	A.A./B.A.	73/74
Mathematics, Applied	B.S.	74
Philosophy	A.A./B.A.	77/78
Physics	B.A./B.S.	79/79
Political Science	A.A./B.A.	81/81
Professional Writing	Certificate	62
Psychology	A.A./B.A.	82/82
Religious Studies	A.A.	83
Social and Cultural Diversity	Certificate	85
Sociology	A.A./B.A.	84/84
Spanish	A.A./B.A.	87/88
Technology for Administration	Certificate	60
Women's Studies	A.A./B.A.	86/86
<b>DIVISION OF NURSING AND HEALTH PROFESSIONS</b>		
Dental Assisting	Certificate	99
Dental Hygiene	A.S.	103
Nursing	B.S.N.	113
Accelerated B.S.N. Program Track	B.S.N.	120
Radiography	A.S.	122
(For information on preprofessional allied health programs, refer to page 127.)		
<b>ERNESTINE M. RACLIN SCHOOL OF THE ARTS</b>		
Communication Arts	A.A.	133
Mass Communications, with concentrations in–		
Electronic Media	B.A.	132
Journalism	B.A.	132
Public Relations	B.A.	132

PROGRAMS	DEGREES/CERTIFICATES	PAGE(S)
<b>ERNESTINE M. RACLIN SCHOOL OF THE ARTS, CONTINUED</b>		
Speech Communication, with concentrations in–		
Interpersonal Communication	B.A.	133
Organizational Communication	B.A.	133
Public Advocacy	B.A.	133
Fine Arts	A.A./B.A.	149/145
Fine Arts, with concentrations in–		
Drawing and Painting	B.F.A.	147
Electronic Media	B.F.A.	148
Graphic Design	B.F.A.	148
Photography	B.F.A.	148
Printmaking	B.F.A.	148
Sculpture	B.F.A.	148
Music, with concentrations in–		
Composition	B.M.	138
Keyboard	B.M.	138
Orchestral Instrument	B.M.	138
Organ	B.M.	139
Piano	B.M.	139
Voice	B.M.	139
Music	M.M.	209
Music, Artist Diploma	Diploma	210
Music Education	B.M.E.	140
Music and an Outside Field	B.S.	140
Music, Performer Diploma	Diploma	210
Theatre	A.A.	144
Theatre, with specialization in–		
Design/Technical	B.A.	142
Performance	B.A.	142
Theatre Studies	B.A.	142
Theatre, with concentrations in–		
Design/Technical	B.F.A.	144
Performance	B.F.A.	143
<b>SCHOOL OF BUSINESS AND ECONOMICS</b>		
Accounting	M.S.A.	214
Business	A.S.	153
Business, with concentrations in–		
Accounting	B.S.	159
Advertising	B.S.	159
Banking	B.S.	160
Finance	B.S.	160
General Business	B.S.	161
Human Resource Management	B.S.	161
International Business	B.S.	162
Management Information Systems	B.S.	163
Marketing	B.S.	163
Small Business and Entrepreneurship	B.S.	164
Business Administration	M.B.A.	213
Economics	B.S.	165
Management of Information Technologies	M.S.–M.I.T.	215



PROGRAMS	DEGREES/CERTIFICATES	PAGE(S)
<b>SCHOOL OF CONTINUING STUDIES</b>		
General Studies	A.A.G.S.	169
General Studies, with concentrations in–		
Arts and Humanities	B.G.S.	169
Science and Mathematics	B.G.S.	169
Social and Behavioral Sciences	B.G.S.	169
Montessori Early Childhood	Certificate	96
Paralegal Studies	Certificate	96
<b>SCHOOL OF EDUCATION</b>		
Early Childhood Education	A.S./M.S.	184/??
Counseling and Human Services	M.S.	221
Elementary Education	B.S./ M.S.	184/223
Elementary or Secondary, with administrative leadership	M.S./licensure	222
Secondary Education, with certification in–		185
English/Language Arts	B.S.	185
Mathematics	B.S.	185
Science	B.S.	185
Social Studies	B.S.	185
World Languages	B.S.	185
Secondary Education	M.S.	185/224
Special Education	M.S./licensure	185/226
<b>SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS</b>		
Criminal Justice	B.S.C.J.	189
Health Services Management	B.S.	190
Public Affairs, with concentrations in–		
Criminal Justice	B.S.	189
Governmental Administration and Policy	M.P.A.	234
Health Systems Administration and Policy	M.P.A.	234
Nonprofit Administration and Policy	M.P.A.	234
Organizational Leadership	B.S.	189
Health Systems Management	Graduate Certificate	235
Nonprofit Management	Graduate Certificate	235
Public Management	Graduate Certificate	235
The following certificate is offered by the School of Public and Environmental Affairs (SPEA) for non-SPEA students and is awarded upon completion of a bachelor’s degree.		
Correctional Management	Certificate	94
Public Affairs	Certificate	192
<b>SCHOOL OF SOCIAL WORK</b>		
Social Work	M.S.W.	237
<b>INTERDISCIPLINARY CERTIFICATE</b>		
International Studies	Certificate	94
Urban Studies	Certificate	192
<b>IU SOUTH BEND–ELKHART CENTER</b>		
The following degrees are approved to be offered at the Elkhart campus of IU South Bend.		
Arts (Liberal), with a concentration in Psychology	A.A.	82
Business	A.S./M.B.A.	153/213
General Studies	A.A./B.G.S.	169/169

PROGRAMS	DEGREES/CERTIFICATES	PAGE(S)
<b>PURDUE UNIVERSITY COLLEGE OF TECHNOLOGY</b>		
Computer Graphics Technology	A.S.	356
Electrical Engineering Technology	A.S./B.S.	357
Industrial Technology	B.S.	359
Mechanical Engineering Technology	A.S.	360
Organizational Leadership and Supervision	Certificate/A.S./ B.S.	360/361/361



### MINORS OFFERED AT IU SOUTH BEND

PROGRAMS	PAGE(S)	PROGRAMS	PAGE(S)
<b>COLLEGE OF LIBERAL ARTS AND SCIENCES</b>		<b>DIVISION OF NURSING AND HEALTH PROFESSIONS</b>	
African American Studies	46	Complementary Health	113
American Studies	47	<b>ERNESTINE M. RACLIN SCHOOL OF THE ARTS</b>	
Anthropology	85	Art History	150
Biochemistry	55	Fine Arts	150
Biological Sciences	50	Interpersonal Communication	133
Chemistry	55	Mass Communications	132
Cognitive Science	56	Music	141
Computer Applications	59	Speech Communication	133
Computer Science	59	Theatre	145
Economics	61	<b>SCHOOL OF BUSINESS AND ECONOMICS</b>	
English	64	Business Administration	93
European Studies	65	Economics	166
Film Studies	66	Finance	93/161/164
French	88	General Business	164
German	88	International Business	162
Gerontology	67	Management Skills	93
History	68	<b>SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS</b>	
Informatics	70	Criminal Justice	191
International Studies	94	Health Systems Administration	192
Latin American/Latino Studies	71	Public and Environmental Affairs	192
Mathematics	77		
Philosophy	78		
Physics	81		
Political Science	81		
Psychology	83		
Religious Studies	83		
Sociology	84		
Spanish	88		
Women's Studies	86		

# STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

OFFICE: ADMINISTRATION BUILDING LOBBY

TELEPHONE: (574) 520-4135

INTERNET ADDRESS: [www.iusb.edu/~sbinfo](http://www.iusb.edu/~sbinfo)

## STEPS TO STARTING CLASSES AT IU SOUTH BEND

FOLLOW THESE STEPS TO YOUR FIRST DAY OF CLASSES AND A GREAT FUTURE AT IU SOUTH BEND.

- 1 Submit your admission application to the Office of Admissions and be admitted to IU South Bend.
- 2 Activate your student e-mail account and set up OneStart, a personalized portal to over 1,000 pages of information and services available to students. Go to [onestart.iu.edu](http://onestart.iu.edu) to access your e-mail, Oncourse, *Schedule of Classes*, and other features to manage your academic life.
- 3 Take placement examinations. These examinations help identify the most appropriate classes for you to take in your first semester. Visit [www.iusb.edu/~sbexams](http://www.iusb.edu/~sbexams) to view available examination dates. Please refer to your admissions certificate regarding waivers for these examinations.
- 4 Attend a mandatory orientation, meet with an academic advisor, and register for classes. It is a great opportunity to meet other students and faculty. Visit [www.iusb.edu/~sborient](http://www.iusb.edu/~sborient) for available dates and times.
  - Meet with your academic advisor to select your class schedule.
  - Register for classes. Go to the OneStart Web page, [onestart.iu.edu](http://onestart.iu.edu). Click the login button or register in person at the Information Center: Gateway to Excellence, located in the Administration Building lobby. See the *Schedule of Classes* for a list of available courses.
  - Get a student ID. Call the information center at (574) 520-4135 for more information.
- 5 Make arrangements for your tuition payment.
  - Contact the Office of the Bursar at (574) 520-5526, visit [www.iusb.edu/~bursarsb](http://www.iusb.edu/~bursarsb), or see page 14 of this *Campus Bulletin* to review deferment plan options.
  - To review a list of available scholarships, go to [www.iusb.edu/~scholar1](http://www.iusb.edu/~scholar1) or call (574) 520-4483.
  - To apply for financial aid, you must complete the Free Application for Federal Student Aid (FAFSA) and the IU South Bend financial aid application. Call the Office of Financial Aid at (574) 520-4357 or go to [www.iusb.edu/~sbfinaid](http://www.iusb.edu/~sbfinaid) if you have questions.
- 6 Buy your books. Textbooks are available in the IU South Bend bookstore three weeks prior to the start of the semester. Please call the bookstore at (574) 520-4312 for their business hours. Elkhart textbooks are sold at the Elkhart Center the week prior to classes, call the Elkhart Center for book sale hours at (574) 294-5550.
- 7 Attend classes. See the *Schedule of Classes* for start dates, final examination dates, etc.

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

## INFORMATION CENTER: GATEWAY TO EXCELLENCE

OFFICE: ADMINISTRATION BUILDING LOBBY

TELEPHONE: (574) 520-4135

INTERNET ADDRESS: [www.iusb.edu/~sbinfo](http://www.iusb.edu/~sbinfo)

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

## OFFICE OF ADMISSIONS

OFFICE: ADMINISTRATION BUILDING 166X

TELEPHONE: (574) 520-4839

INTERNET ADDRESS: [www.iusb.edu/~admissio](http://www.iusb.edu/~admissio)

## UNDERGRADUATE ADMISSION

Admission to IU South Bend is required before class registration can begin. To learn about admission requirements at IU South Bend, visit our Web site or contact the Office of Admissions at 1700 Mishawaka Avenue, South Bend, IN, 46634-7111. For questions regarding undergraduate programs or campus visitations, contact the Office of Admissions. If you have a disability and need assistance, special arrangements can be made to accommodate most needs.

### APPLICATION FOR ADMISSION

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

**Beginning Freshman:** Students who have never attended a college/university.

- Complete the IU South Bend admission application.
- Submit an official high school transcript or GED scores.
- If you graduated from high school within the last three years, submit SAT or ACT assessment scores.
- A counselor recommendation is required for current high school students.
- Attach a nonrefundable application fee payable to IU South Bend.

**Transfer Student:** Students who have attended another college/university.

- Submit an official high school transcript and official transcripts from all colleges/universities previously attended.

- If you graduated from high school within the last three years, you must submit SAT or ACT assessment scores.
- Attach a nonrefundable application fee payable to IU South Bend.

**Nondegree Student:** High school graduates 21 years of age or older with or without previous college work who do not intend to pursue a degree or certificate.

- Submit an official high school transcript or GED scores.
- Attach a nonrefundable application fee payable to IU South Bend.

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

- Submit a counselor recommendation and an official high school transcript to determine eligibility.
- Attach a nonrefundable application fee payable to IU South Bend.

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

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

**Second Undergraduate Degree:** Students who have a bachelor's degree from an accredited university and are pursuing an additional undergraduate degree.

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

**NOTE: ANY PREVIOUSLY ENROLLED INDIANA UNIVERSITY STUDENT DOES NOT NEED TO REAPPLY. CONTACT THE ACADEMIC PROGRAM IN WHICH YOU ARE INTERESTED REGARDING AN INTERCAMPUS OR INTERDEPARTMENTAL TRANSFER.**

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

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

## PRIORITY DATES FOR FILING APPLICATIONS

IU South Bend practices rolling admissions which means we review applications and make admissions decisions as they arrive. Applications received after the start of classes are processed on an individual basis. To ensure timely processing and effective communications, we advise applicants to submit their application and all required materials by the following dates:

- Fall semester                      July 1
- Spring semester                    November 1
- Summer sessions                 April 1

## VETERANS' CREDIT

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

## ADMISSION OF INTERNATIONAL STUDENTS

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

## AUDIT STUDENTS

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

## GRADUATE ADMISSION

Information for students applying for admission to graduate programs at IU South Bend is listed on page 197 in this *Campus Bulletin*.

## PLACEMENT AND TESTING

**OFFICE: ADMINISTRATION BUILDING 105**

**TELEPHONE: (574) 520-4270**

**INTERNET ADDRESS: [www.iusb.edu/~sbexams](http://www.iusb.edu/~sbexams)**

Prior to orientation and registration, all students entering the university for the first time are assessed in mathematics, English, and reading. The results of these assessment tests are critical in placing each student at the proper course level in mathematics, English, and reading classes—assuring the best chance of success in these basic courses. In addition, students should familiarize themselves with requirements for placement examinations in world languages and sciences, and for exemption or advanced placement in other subjects. Follow-up programs are recommended for students who require further instruction in reading, mathematics, and writing, as well as more general collegiate study skills.

## NEW STUDENT ORIENTATION

**OFFICE: ADMINISTRATION BUILDING 105**

**TELEPHONE: (574) 520-4270**

**INTERNET ADDRESS: [www.iusb.edu/~sborient](http://www.iusb.edu/~sborient)**

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



## OFFICE OF THE REGISTRAR

OFFICE: ADMINISTRATION BUILDING 148X

TELEPHONE: (574) 520-4451

INTERNET ADDRESS: [www.iusb.edu/~regr](http://www.iusb.edu/~regr)

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

## STUDENT IDS

OFFICE: ADMINISTRATION BUILDING LOBBY

TELEPHONE: (574) 520-4135

INTERNET ADDRESS: [www.iusb.edu/~stusvcs](http://www.iusb.edu/~stusvcs)

Student, staff, and faculty picture identification (ID) cards are available Monday through Thursday, 8:00 a.m.–5:30 p.m., and Friday, 8:00 a.m.–5:00 p.m., in the Information Center: Gateway to Excellence. There is no charge for the first photo ID, and no documents are required to obtain one. Replacement IDs are \$10 each. Students need an IU South Bend picture ID to utilize many of the services at the university.

## OFFICE OF THE BURSAR

OFFICE: ADMINISTRATION BUILDING 101

TELEPHONE: (574) 520-4489

INTERNET ADDRESS: [www.iusb.edu/~bursarsb](http://www.iusb.edu/~bursarsb)

## GENERAL INFORMATION

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

### RESIDENT STUDENT STATUS FOR FEE PURPOSES

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

If your permanent residence changes or if you believe you are classified incorrectly, you may appeal for resident student status. Applications are available in the registrar's office. You are required to furnish clear and convincing evidence to support your claim.

### COURSE CANCELLATIONS

Whenever enrollment in a course is deemed insufficient, the university reserves the right to cancel the course. **You must officially withdraw yourself from these courses to receive a refund of all fees.**

### REFUND OF STUDENT FEES

When a student withdraws from a course or courses, a refund of fees paid is made for each course involved, according to the refund policy stated in the *Schedule of Classes*. Full refund of fees is given only during the first week of classes.

### DEFERMENT PLANS

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

**Two-Month Deferment Plan:** Personal deferment information is displayed on your e-bill. The minimum amount due with your first payment is 40 percent of the total bill. A deferment fee is charged to your account. The remaining balance is due in 60 days for advance registration students and in 30 days for final registration students.

**Three-Month Deferment Plan:** Personal deferment information is displayed on your e-bill. The minimum amount due at registration is 40 percent of the total bill. A deferment fee is charged to your account. The remaining balance is split evenly over two months. The first installment is due in 60 days for advance registration students and 30 days for final registration students.



## OFFICE OF FINANCIAL AID

OFFICE: ADMINISTRATION BUILDING 157

TELEPHONE: (574) 520-4357

INTERNET ADDRESS: [www.iusb.edu/~sbfinaid](http://www.iusb.edu/~sbfinaid)

### GENERAL INFORMATION

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

Students may qualify for one or more of the following types of financial aid: scholarships, grants, loans, or student employment. IU South Bend recognizes that each student and family is different; therefore, each financial aid application is reviewed individually to identify the most appropriate source of assistance to help you attain your educational goals. Information provided on any document is held in the highest confidence, according to university policy.

Students completing the FAFSA and the IU South Bend Financial Aid Application by the priority application date of **March 1** are considered for the maximum available state and federal financial aid. Complete applications are processed in order of the date received in the financial aid office. Students must apply for financial aid each year by completing the IU South Bend Financial Aid Application and the FAFSA or Renewal FAFSA. Applications for the next academic year are available in the financial aid office every January. Students are encouraged to complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### PAYING TUITION AND FEES WITH FINANCIAL AID

With the exception of federal loans, all awarded aid is credited to your account provided enrollment requirements for each award are met. Awards are indicated on your financial aid award letter and on your financial aid OneStart account. If financial aid awards are greater than the amount of tuition and fees due, the Office of the Bursar issues refunds no earlier than 10 days before the beginning of each semester. Students have 14 days from the date student loans are credited to their bursar account to cancel any loan disbursements.

Students with federal loan awards, such as Perkins or Federal Family Education Loans (FFEL), must sign a promissory note before funds are disbursed to their accounts. E-mail regarding the signing of Federal Perkins Loan promissory notes are sent electronically from the Student Loan Administration in Bloomington. These notes must be signed each term a loan is received.

First-time Stafford Loan borrowers at IU South Bend receive information on how to sign electronically, but these notes must only be signed once. No loan funds are disbursed to a student's account without receipt of the promissory note(s). In addition, all first-time loan borrowers in the Stafford Loan program must complete an entrance interview before loan funds are disbursed.

### STUDENT STATUS AND MINIMUM REGISTRATION

To qualify for most federal financial aid, you must be formally admitted and enrolled in a degree-granting program. You must also be enrolled at a minimum of half-time status. Half-time status for undergraduate students is 6 credit hours per semester; for graduate students, half-time status is 4 credit hours. Full-time status for undergraduate students is 12 credit hours per semester; for graduate students, full-time status is 8 credit hours per semester. Students admitted as *nondegree (audit or guest students)* or *high school students taking courses for college credit* are not eligible for state or federal financial aid.

### CITIZENSHIP

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

### VERIFICATION

Student files are selected for verification based on specific criteria determined by the Office of Financial Aid each year. If a student is selected for verification, additional information is required to complete the student's file. The most commonly requested information includes: a copy of federal income tax forms filed for the previous year (with all schedules and W2s); a verification worksheet; a copy of a birth certificate; documentation of college enrollment for other students in the household. No financial aid funds are disbursed until the verification documents are reviewed.

### LOAN DEFAULT/PELL GRANT REPAYMENT

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

### SATISFACTORY ACADEMIC PROGRESS STANDARDS

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

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

Academic progress policies are applied consistently to all students receiving federal financial aid and all students are reviewed annually; generally in the spring.

### GRADUATE FINANCIAL AID

Information regarding financial aid for graduate students at IU South Bend is listed on page 198 in this *Campus Bulletin*.

### FEDERAL FINANCIAL AID PROGRAMS

#### *Federal Pell Grants and Federal Supplemental Educational Opportunity Grants*

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

Federal Supplemental Educational Opportunity Grants (FSEOG) are grant funds provided to the institution to award to undergraduate students with exceptional financial need. Funding is limited, so students must meet the March 1 priority deadline to be considered.

#### *Federal Work-Study Program*

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

#### *Federal Stafford Loan Program*

The Federal Stafford Loan is the United States Department of Education's major form of self-help aid. Loans may either be subsidized or unsubsidized. Subsidized loans are based on

a student's financial need and do not require that a student make any interest payments while in school. Unsubsidized loans are not based on financial need, and accrue interest from the time the loan is disbursed.

Annual subsidized and unsubsidized loan amounts for dependent students are as follows: first year students \$2,625; second year students \$3,500; third and fourth year students \$5,500.

Annual subsidized and unsubsidized loan amounts for independent students are as follows: first year students \$6,625 (with a maximum of \$2,625 in subsidized loans); second year students \$7,500 (with a maximum of \$3,500 in subsidized loans); third and fourth year students \$10,500 (with a maximum of \$5,500 in subsidized loans).

Graduate students may borrow \$8,500 in subsidized loans annually and \$10,000 in unsubsidized loans.

#### *Federal Perkins Loan*

The Federal Perkins Loan is awarded on a funds-available basis, providing students apply annually before the March 1 deadline preceding the next academic year of enrollment. The maximum amount of the loan is determined annually, and depends upon funding received from the United States Department of Education. The sum of Federal Perkins Loans made to students for both undergraduate and graduate education may not exceed \$40,000. Both undergraduate and graduate students must be registered at least half time to receive these funds. Direct questions regarding cancellation and repayment of Federal Perkins Loans disbursed through IU South Bend to:

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

### REFUNDS AND THE RETURN OF TITLE IV FUNDS

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

#### FALL AND SPRING SEMESTERS

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

#### SUMMER SESSIONS

<i>Refund Period</i>	<i>Ends</i>
100 percent	Last day of the first week of class
50 percent	Last day of the second week of class



To withdraw from courses, visit the registrar's office or the appropriate academic advisor for a schedule adjustment form. Once completed, the withdrawal procedure enables IU South Bend to refund the maximum possible institutional charges. *Contact the Office of Financial Aid before withdrawing or dropping courses to determine if these decisions have an effect on your financial aid in the future.*

### REFUNDS AND REPAYMENT POLICY FOR STUDENTS RECEIVING FEDERAL FINANCIAL ASSISTANCE

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

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

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

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

**NOTE: STUDENTS RECEIVING AN EXCESS AID CHECK BECAUSE OF A CREDIT BALANCE ON THEIR ACCOUNT PRIOR TO WITHDRAWING FROM IU SOUTH BEND MAY BE REQUIRED TO REPAY SOME OF THE FEDERAL FUNDS.**

**NOTE: ALL INFORMATION IS CORRECT AT THE TIME OF PUBLICATION. PLEASE CONTACT THE OFFICE OF FINANCIAL AID REGARDING FINANCIAL AID CHANGES.**

## OFFICE OF STUDENT SCHOLARSHIPS

**OFFICE: ADMINISTRATION BUILDING 146**

**TELEPHONE: (574) 520-4483**

**INTERNET ADDRESS: [www.iusb.edu/~scholar1](http://www.iusb.edu/~scholar1)**

Scholarship opportunities for IU South Bend undergraduate and graduate students include campus scholarships, which are open to students in various academic programs, and academic unit scholarships, which require enrollment in a specific academic major.

Information and contacts for all IU South Bend scholarships is available in the IU South Bend publication *Paying for College* and on our Web site. The publication is available at all academic units as well as the Office of Admissions and the Office of Student Scholarships.

Campus scholarship applications may be printed from our Web site. Campus scholarships, managed by the Office of Student Scholarships, are funded by private and corporate donors through the IU Foundation and community foundations. Academic unit applications are available from each academic unit office.



## STUDENT SERVICES

### ACADEMIC ADVISING

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

### ACADEMIC LEARNING SERVICES

**OFFICE: ADMINISTRATION BUILDING 120-122**

**TELEPHONE: (574) 520-5022**

**INTERNET ADDRESS: [www.iusb.edu/~sbalc](http://www.iusb.edu/~sbalc)**

Tutoring, workshops, small study groups, world language conversation groups, online and video resources, faculty with special expertise—all of these are *free* and available on a walk-in basis every day as well as evenings during academic sessions. Workshops, skills tutorials, and aids for students with learning differences are also available.

### SUPPLEMENTAL INSTRUCTION

**OFFICE: Administration Building 122**

**TELEPHONE: (574) 520-4302**

**INTERNET ADDRESS: [www.iusb.edu/~sbalc/si.shtml](http://www.iusb.edu/~sbalc/si.shtml)**

For some especially difficult courses, Supplemental Instruction (SI) offers organized study groups several times a week. Student SI leaders conduct out-of-class sessions that integrate how-to-learn with what-to-learn, open to anyone enrolled in an SI-participating class. For information, see the online schedule for times, ask your professor if help is available, or contact Academic Learning Services.

### TUTORING

**OFFICE: Administration Building 120/122**

**TELEPHONE: (574) 520-5022**

**INTERNET ADDRESS: [www.iusb.edu/~sbalc/tutoring.shtml](http://www.iusb.edu/~sbalc/tutoring.shtml)**

Academic Learning Services offers experienced tutors to help with mathematics, science, sociology, and almost all other subjects except writing. Learning services also helps students develop study and note-taking skills; and offers access to faculty with special expertise in mathematics, writing, and reading. Check online or the posted schedules at learning services for times when the help you need is available.

#### *Additional Free Tutoring*

- Economics courses ECON-E 103 and ECON-E 104. Information is available at (574) 520-4323.
- Start-up computer classes. Information is available at [www.iusb.edu/~sbit](http://www.iusb.edu/~sbit).

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

### WRITING CENTER

**OFFICE: Administration Building 124**

**TELEPHONE: (574) 520-4495**

**INTERNET ADDRESS: [www.iusb.edu/~sbwrite](http://www.iusb.edu/~sbwrite)**

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

### AFFIRMATIVE ACTION

**OFFICE: ADMINISTRATION BUILDING 248C**

**TELEPHONE: (574) 520-4384**

**INTERNET ADDRESS: [www.iusb.edu/~aaoffice](http://www.iusb.edu/~aaoffice)**

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

### ALUMNI ASSOCIATION

**OFFICE: ADMINISTRATION BUILDING 100**

**TELEPHONE: (574) 520-4381**

**INTERNET ADDRESS: [www.iusb.edu/~alumaff](http://www.iusb.edu/~alumaff)**

The IU South Bend Alumni Association promotes the interests of IU South Bend and sponsors programs that benefit the campus, its alumni, and the community. Two-thirds of IU South Bend's 27,000 alumni live and work in northern Indiana. Many have discovered the benefits of being part of the IU South Bend Alumni Association.

The IU South Bend Student Alumni Association (SAA) is an organization that connects students with IU South Bend alumni and assists in promoting and accomplishing the goals of the IU South Bend Alumni Association. Students can find

a variety of ways to make a difference on- or off-campus in this organization. From meeting with state legislators at *Get on the Bus* to helping local homeowners at *Rebuilding Together*, SAA members become a vital, active part of the campus and community and gain valuable leadership experience while giving back.

## CAREER SERVICES

**OFFICE: ADMINISTRATION BUILDING 117**

**TELEPHONE: (574) 520-4425**

**INTERNET ADDRESS: [www.iusb.edu/~sbcareer](http://www.iusb.edu/~sbcareer)**

The Career Services Office helps students with choosing a major, deciding on a career path, and finding an internship or a job. All services are available to students at no cost. Students are encouraged to visit the Career Services Office as freshmen and throughout their college experience. The following services are offered:

### *Career Interest Assessments*

To assist with choosing a major and deciding on a career path

- Strong Interest Inventory
- Myers-Briggs Type Indicator

### *Internship Planning*

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

### *Job Search*

Whether you are looking for a professional position after graduation or looking for a job to help pay for college, the Career Services Office posts jobs of all types through its Web site.

### *Employability Skills*

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

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

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

### *Graduate School Services*

The career education library houses information on various graduate schools, entrance examination dates, application procedures, financial aid, as well as resources on admission strategies and Internet access to graduate education related Web sites. Career counselors can also assist with your graduate school options. For information about IU South Bend's graduate programs, see page 195 of this *Campus Bulletin*.

## CHILD DEVELOPMENT CENTER

**OFFICE: UNIVERSITY CENTER 120**

**TELEPHONE: (574) 520-4485**

**INTERNET ADDRESS: [www.iusb.edu/~sbchild](http://www.iusb.edu/~sbchild)**

The IU South Bend Child Development Center is a nonprofit service offering quality developmental and educational programs for children from the age at which they begin walking through kindergarten. The children of enrolled IU South Bend students have highest priority for admission. Children of IU South Bend faculty, staff, alumni, and the community may be admitted if space is available. The center's educational program is provided Monday through Friday from 7:30 a.m. to 5:30 p.m. Additional information may be obtained from the director of the Child Development Center.

## COMMUNITY SERVICE

**OFFICE: ADMINISTRATION BUILDING 107**

**TELEPHONE: (574) 520-LINK (5465)**

**INTERNET ADDRESS: [www.iusb.edu/~clinks](http://www.iusb.edu/~clinks)**

The Office of Community Links serves as a clearinghouse for students, faculty, staff, and alumni who wish to volunteer in the community or with an on-campus K-12 tutoring initiative. We sponsor various campuswide service projects and donation drives throughout the year. Work-study students can also seek off-campus employment with a variety of community agencies through community links.

## COUNSELING CENTER

**OFFICE: ADMINISTRATION BUILDING 130**

**TELEPHONE: (574) 520-4125**

**INTERNET ADDRESS: [www.iusb.edu/~sbccc](http://www.iusb.edu/~sbccc)**

The IU South Bend Student Counseling Center provides comprehensive counseling services for students by qualified mental health professionals and supervised graduate students. Services are provided at no cost to students.

## CULTURAL ARTS

**OFFICE: NORTHSIDE HALL 017**

**TELEPHONE: (574) 520-4203**

**INTERNET ADDRESS: [www.iusb.edu/~sbarts](http://www.iusb.edu/~sbarts)**

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

The performance season runs from September through May and includes music, theatre, dance, and communication arts events, along with a full season of visual arts exhibitions. Audience members can attend events featuring our students,

faculty, or guest artists in solo and ensemble performances. Some of the performing ensembles include the Toradze Piano Studio, South Bend Symphonic Choir, IUSB Jazz Ensemble, Southold Wind Ensemble, South Bend Youth Orchestras, and the IUSB Theatre Company.

The Ernestine M. Raclin School of the Arts gallery, located in the Associates Building, displays a variety of exhibitions throughout the year, including student and faculty exhibitions along with several shows featuring nationally recognized artists. Admission to the gallery is free. Tickets for other arts events are available to the public for \$5–\$15. These events are free of charge to IU South Bend students. For more information or a current schedule, please contact the arts' box office. The arts' box office is open Monday through Friday from 11 a.m. to 6 p.m. during the fall and spring semesters.

## DENTAL CLINIC

**OFFICE: RIVERSIDE HALL 103**

**TELEPHONE: (574) 520-4156**

**INTERNET ADDRESS: [www.iusb.edu/~sbdental/clinic.shtml](http://www.iusb.edu/~sbdental/clinic.shtml)**

The dental hygiene program on the IU South Bend campus offers clinical services to students and the community. These services include: dental inspection, dental prophylaxis (scaling and polishing of teeth), caries preventive treatments (application of fluorides), preventive periodontal treatment (treatment of minor gum disorders), and diagnostic dental X-ray films. All treatment is rendered by qualified dental hygiene students under the supervision of an instructor. The dental assisting program also offers supervised X-rays for a nominal fee. Call for an appointment.

## DISABLED STUDENT SERVICES

**OFFICE: ADMINISTRATION BUILDING 120**

**TELEPHONE: (574) 520-4832**

**INTERNET ADDRESS: [www.iusb.edu/~sbdss](http://www.iusb.edu/~sbdss)**

IU South Bend is committed to providing equal access to higher education for academically qualified students with disabilities. Disabled student services supports disabled students in achieving their academic potential to the greatest extent possible by coordinating such services as alternative note taking for students with mobility impairments, and interpreter or other services for students with hearing impairments.

Other commonly offered services include arranging for alternative testing and referral to and from Vocational Rehabilitation Services and other community agencies. The office acts as a liaison between the student, instructors, and other university resources and community agencies.

To be eligible for services, you must register with disabled student services and provide current and substantial documentation of the disability. Please contact disabled student services at least eight weeks before enrolling at IU South

Bend to ensure sufficient time to plan for individualized academic modifications and services. While every effort is made to accommodate students with disabilities, it is the student's responsibility to make needs known, provide proper documentation, and request services in a timely manner.

## DIVERSITY PROGRAMS

### CIVIL RIGHTS HERITAGE CENTER

**OFFICE: Wiekamp Hall 3210**

**TELEPHONE: (574) 520-5580**

**INTERNET ADDRESS: [www.iusb.edu/~civilrts](http://www.iusb.edu/~civilrts)**

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

### MAKING THE ACADEMIC CONNECTION

**OFFICE: Administration Building 113**

**TELEPHONE: (574) 520-4241**

IU South Bend is dedicated to reaching the underrepresented student—African American, Hispanic, Native American, Asian, and other students of color.

Making the Academic Connection programs at IU South Bend include the Academic Cohorts program, peer mentoring programs, and the Hispanic Student Recruiting and Counseling program.

### OFFICE OF CAMPUS DIVERSITY

**OFFICE: Administration Building 115A**

**TELEPHONE: (574) 520-5524**

**INTERNET ADDRESS: [www.iusb.edu/~cdiverse](http://www.iusb.edu/~cdiverse)**

The Office of Campus Diversity is responsible for producing educational, cultural, and social programs and initiatives that promote the values of diversity, tolerance, and pluralism throughout the university community. The office facilitates the development of retention and leadership training programs for students, faculty, and staff and provides support for students of color and other underrepresented groups. The office provides consultation to faculty and staff on how to incorporate diversity in curriculum and program development.



## ENROLLMENT OPTIONS

**OFFICE: ADMINISTRATION BUILDING 148**

**TELEPHONE: (574) 520-4451**

**INTERNET ADDRESS: [www.iusb.edu/~regr](http://www.iusb.edu/~regr)**

### NORTHERN INDIANA CONSORTIUM FOR EDUCATION

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

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

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

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

### INDIANA COLLEGE NETWORK

The Indiana College Network (ICN) is a gateway to distance learning opportunities from Indiana's colleges and universities. ICN provides access to member institutions' distance education offerings, including more than 130 certificate and degree programs and nearly 1,500 courses per year. A rich Web site, a network of more than 70 learning centers, and a toll-free hotline provide technology access and strong learner support. Visit [www.icn.org](http://www.icn.org) for additional information. Members include Ball State University, Indiana State University, Independent Colleges of Indiana, Indiana University, Ivy Tech Community College, Purdue University, University of Southern Indiana, and Vincennes University.



## HONORS PROGRAM

**OFFICE: WIEKAMP HALL 2161**

**TELEPHONE: (574) 520-5593**

**INTERNET ADDRESS: [www.iusb.edu/~honprog](http://www.iusb.edu/~honprog)**

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

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

## HOUSING

**OFFICE: PURDUE TECHNOLOGY BUILDING 150**

**TELEPHONE: (574) 520-4386**

**INTERNET ADDRESS: [www.iusb.edu/~sbhouse](http://www.iusb.edu/~sbhouse)**

IU South Bend has limited on-campus housing available. Many students take advantage of nearby off-campus housing options.

## INFORMATION TECHNOLOGIES

**OFFICE: NORTHSIDE HALL 0069**

**TELEPHONE: (574) 520-5555**

**INTERNET ADDRESS: [www.iusb.edu/~sbit](http://www.iusb.edu/~sbit)**

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

Information technology services include:

- Maintaining and supporting general campus computing systems, including academic and local administrative systems.
- Installation and maintenance of IU South Bend data and telecommunication networks.
- Equipping and maintaining student computer laboratories.
- Providing training in computer use for students, faculty, and staff.
- Providing leadership in long-term planning, implementation, and maintenance of information technology resources.
- Serving as liaison with University Information Technology Services (UITS) for coordination of technology utilization and intercampus networking.
- Supporting the acquisition and maintenance of classroom instructional technology to facilitate the educational process.
- Maintaining and operating the IU South Bend telephony plant including PBX switch, voice mail, and installations.

## INTERNATIONAL PROGRAMS

**OFFICE: JORDAN INTERNATIONAL CENTER**

**1722 HILDRETH STREET**

**TELEPHONE: (574) 520-4597**

**INTERNET ADDRESS: [www.iusb.edu/~sbintl](http://www.iusb.edu/~sbintl)**

The mission of the Office of International Programs is to promote international education at IU South Bend so that all its students can achieve global literacy, to open international opportunities for our students and faculty, and to foster inter-

national understanding and awareness for the campus as well as for the larger community.

The office administers IU South Bend study-abroad programs and advises students on Indiana University study-abroad opportunities. Any student interested in studying abroad should come to the Jordan International Center. International programs also oversees the Certificate of International Studies and the minor in international studies.

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

## INTERNATIONAL STUDENT SERVICES

**OFFICE: ADMINISTRATION BUILDING 166X**

**TELEPHONE: (574) 520-4419**

**INTERNET ADDRESS: [www.iusb.edu/~oiss](http://www.iusb.edu/~oiss)**

The Office of International Student Services promotes the campus to the international community and recruits international students to be educated at IU South Bend. The office also provides admission and immigration services for all international students. Trained staff help international students adjust to life at the university and in the community. International students interested in seeking admission to IU South Bend must contact the Office of International Student Services.

## LIBRARY

**OFFICE: SCHURZ LIBRARY 304B**

**TELEPHONE: (574) 520-4844**

**INTERNET ADDRESS: [www.iusb.edu/~libg](http://www.iusb.edu/~libg)**

The Franklin D. Schurz Library opened in January 1989, and its six floors now house more than a million items. This includes over 300,000 monographs, more than 1,600 print serial subscriptions, 450,000 microforms, 30,000 audio/video items, and 500,000 federal government publications. The library subscribes to a number of electronic databases, including full-text access to over 15,000 online serials. Most of the databases are accessible from offices, student computer laboratories, and from home via the library Web site. The library Web site not only provides information about the Schurz Library, but links the user to a world of information available through our subscription databases covering fields such as medicine, business, psychology, current events, education, and more. The Schurz Library houses a networked computer laboratory for student use, which is administered by information technologies, as well as wireless Internet access. Several special collections are maintained, including the James Lewis Casaday Theatre Collection, the Christianson Lincoln Collection, and the campus archives. Study space is available for about 868 students. The library also has special equipment for use by the blind and the visually handicapped.

The Schurz Library is part of the Indiana University Libraries system, which is one of the largest university

library systems in the country. Its 10 million monographs and print serials are available for use by all IU students and faculty. IUCAT is a computerized database that provides access to items held by the Indiana University Libraries on all eight campuses.

During most hours when the library is open (98 hours per week during the academic year), a library faculty member is available to teach students how to use the library and to aid researchers using the library's collections. The library is open to all Indiana residents. An Indiana state-issued identification card or driver's license is all that is needed to obtain a borrower's card.

### ***Learning Resource Center***

The Learning Resource Center (LRC), located in Greenlawn Hall, is a specialized library with the mission of providing access to contemporary educational resources that support courses in the School of Education and of assisting area educators. The LRC houses textbooks, children's materials, and manipulatives. A special component of the LRC is the production area where users can create visuals for classroom presentations and student teaching, using a wide variety of audiovisual production equipment. The LRC is also a K-12 textbook adoption review site, in cooperation with the Indiana Department of Education; the only one located in Michiana. Current textbooks under consideration for possible purchase by area school corporations in the upcoming year are housed in the LRC for parents, teachers, and others from the community to review.

## **PARKING**

**OFFICE: ADMINISTRATION BUILDING 123A**

**TELEPHONE: (574) 520-5528**

**INTERNET ADDRESS: [www.iusb.edu/~sbpark](http://www.iusb.edu/~sbpark)**

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

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

## **SAFETY AND SECURITY**

**OFFICE: ASSOCIATES BUILDING 101E**

**TELEPHONE: (574) 520-4499**

**INTERNET ADDRESS: [www.iusb.edu/~sbsafety](http://www.iusb.edu/~sbsafety)**

At IU South Bend the safety and well-being of all members of the campus community are primary concerns. In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the university publishes an

annual security report that includes information about its services, crime reporting policy, procedures and responses, access to campus facilities, enforcement and arrest authority of campus police officers, campus crime statistics for the most recent three-year period, and other security-related university policies. Visit [www.iusb.edu/~sbsafety/clery.shtml](http://www.iusb.edu/~sbsafety/clery.shtml) to view the information and service report online. A hard copy of the report is available by calling the department, or at the security office.

## **STUDENT ACTIVITIES**

**OFFICE: STUDENT ACTIVITIES CENTER 130**

**TELEPHONE: (574) 520-4587**

### ***Student Activities Center***

**INTERNET ADDRESS: [www.iusb.edu/~sbsac](http://www.iusb.edu/~sbsac)**

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

### ***Athletics and Recreation***

**INTERNET ADDRESS: [www.iusb.edu/~sbathlet](http://www.iusb.edu/~sbathlet)**

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

### ***Office of Student Life***

**INTERNET ADDRESS: [www.iusb.edu/~sblife](http://www.iusb.edu/~sblife)**

The Office of Student Life oversees a variety of student-administered interests. The Student Government Association (SGA) exists to serve and represent the students. The SGA is the student voice to the administration and advocates on behalf of all students. The SGA office is staffed approximately six hours a day and can be reached at (574) 520-5064.

Titan Productions is a student-driven group responsible for the programming of student activities and student development programs. Contact Titan Productions through the Office of Student Life, (574) 520-5533.

All clubs and organizations are coordinated through the Office of Student Life. Students should check the roster of clubs and activities to find groups which interest them. A student interest group can organize into a club or organization with the guidance of the Office of Student Life.

### VETERAN STUDENT SERVICES

**OFFICE: ADMINISTRATION BUILDING 140**

**TELEPHONE: (574) 520-4115**

**INTERNET ADDRESS: [www.iusb.edu/~vetaff](http://www.iusb.edu/~vetaff)**

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

### WELLNESS CENTER

**OFFICE: STUDENT ACTIVITIES CENTER 130**

**TELEPHONE: (574) 520-5557**

**INTERNET ADDRESS:**

**[www.iusb.edu/~sbhealth/healthwellness.shtml](http://www.iusb.edu/~sbhealth/healthwellness.shtml)**

The IU South Bend Health and Wellness Center provides health care to students, faculty, and staff. These services include: physical examinations, women's health care, blood pressure monitoring, immunizations, and assessment and treatment of minor injuries and illnesses. Health questions are also answered and referrals to area health care providers can be made.





# ACADEMIC REGULATIONS AND POLICIES

## ABSENCES

### *From Scheduled Classes*

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

### *From Final Examinations*

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

## ACADEMIC INTEGRITY

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

## ACADEMIC RENEWAL POLICY

### *General Considerations*

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

### *Academic Renewal Policy*

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

1. The IU South Bend academic renewal policy applies to any former IU student who:
  - a. has not yet completed a bachelor's degree, and
  - b. has not attended any campus of IU for a minimum of the last three years (36 months).
2. Academic renewal applies to all IU course work taken prior to readmission to IU South Bend. A student seeking academic renewal may not exempt certain courses from the application of the renewal policy. Furthermore, this policy is inapplicable to any grades issued owing to academic dishonesty. As a precondition of any student receiving academic renewal, the registrar's office for-

mally evaluates the student's record to identify any grades resulting from academic dishonesty.

3. Academic renewal may be invoked only once over the course of a student's academic career at IU South Bend.
4. Because academic renewal is aimed at academically unsuccessful students, the grade point average (GPA) for the period for which renewal is sought must be lower than 2.0.
5. The policy is applied after a probationary period in which the student earns at least 12 credit hours with a minimum grade of C+ (2.3 grade point average) in all courses attempted.
6. Academic renewal does not occur automatically: A student must apply for academic renewal, and the petition must be approved by the student's academic unit. If the petition is approved, all grades earned prior to the renewal are no longer used in the calculation of the cumulative GPA. The GPA earned after academic renewal takes effect is subject to each academic unit's rules regarding academic probation and dismissal.
7. Although the grades in the courses to which academic renewal is applied are not considered in calculating the GPA, the courses themselves may still be used to satisfy credit hour and degree requirements if the original grades earned are C (2.0) or higher.
8. After approval of the request for academic renewal, a student must complete a minimum of 30 credit hours (including the 12 credit hour probationary period) on the IU South Bend campus to meet the graduation residency requirement and must complete a minimum of 60 credit hours to merit graduation with academic distinction.
9. Invocation of the academic renewal option does not preclude a student's using other available, course-specific grade replacement options, subject to each academic unit's rules and procedures and the conditions set out in the IU South Bend Grade Replacement Policy.
10. Academic renewal is available only for courses taken at Indiana University. Each academic unit retains the right to consider records of performance from other universities in determining admission to the academic unit, the granting of honors and academic distinction, and other matters.

## ACADEMIC STANDING

The university has established levels of competency, according to grade point average and semesters completed, which determine whether an undergraduate student is in good standing, on probation, or ineligible to continue studies.

**Good Standing:** Those students who consistently maintain a minimum of 2.0 on their cumulative and semester records are considered to be in good standing.

**Probation:** Students are on probation for the duration of the next regular semester or summer session following the

one in which they failed to attain a 2.0 GPA. They are also on probation whenever their cumulative grade point average falls below a 2.0. Additionally, several academic programs of the university have specific grade requirements that affect probationary status. (Consult appropriate sections of this *Campus Bulletin*.)

**Dismissal:** Students may be dismissed from the university if they:

- make less than a 1.0 (D) average for a semester, or
- are on probation two consecutive semesters and have a cumulative grade point average less than 2.0 (C).

\*See chart below

### ADDITION OF COURSES/LATE REGISTRATION

Undergraduate students are permitted to register late or add courses only during the first two weeks of the semester (first week in summer sessions). Students who register late or add a course during the first week of classes may visit [onestart.iu.edu](http://onestart.iu.edu) to register online via OneStart.

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

**NOTE: SPECIAL FEES ARE ASSESSED FOR MOST LATE REGISTRATIONS.**

### ASSESSING STUDENT OUTCOMES

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

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

### AUDIT POLICY

Courses may be taken on an official audit basis. No credit is given for the courses, but the audited courses are indicated on the student's transcript. Any work required of auditors

must be agreed upon by the instructor and the auditor. Any academic program has the option to exclude auditors from a particular course. Changes from audit status to credit status and vice versa can be made only with the permission of the instructor and no later than the deadline for midterm grades. Auditing students pay the same fees as credit students, and incur a program change fee beginning the second week of classes. Please contact the Office of the Registrar for details on auditing procedures.

### CAMPUSWIDE GENERAL EDUCATION REQUIREMENTS

Refer to page 33 for a description of the campuswide general education requirements that apply to all bachelor's degree programs for students matriculating in the fall of 2005 and subsequent semesters. Consult with your academic advisor to clarify how the general education requirements fit into the degree requirements in your area of study. Transfer students should consult the following general education transfer policy regarding required courses.

### CAMPUSWIDE GENERAL EDUCATION COURSE REQUIREMENTS FOR TRANSFER STUDENTS

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

**NOTE: ADDITIONAL SCHOOL- AND PROGRAM-SPECIFIC GENERAL EDUCATION REQUIREMENTS MAY ALSO APPLY. CONSULT WITH YOUR ACADEMIC ADVISOR.**

#### *Students with Fewer than 56 Transfer Credit Hours*

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

#### *Students with 56 or More Transfer Credit Hours*

Students who transfer to IU South Bend with 56 credit hours or more toward graduation are required to complete a min-

### \* ACADEMIC STANDING

TOTAL HOURS ATTEMPTED	DISMISSAL (Below Retention)	PROBATION (Above Retention)	GOOD STANDING
1-6	None	Below 2.0	2.0 and above
7-12	Below 1.0	1.0-1.99	2.0 and above
13-24	Below 1.5	1.5-1.99	2.0 and above
25-36	Below 1.8	1.8-1.99	2.0 and above
37+	Below 2.0	None	2.0 and above

imum of one 300-level Common Core course at IU South Bend in any of the four areas with the advice of their major program, as well as one course each in the Fundamental Literacies areas of Writing, Oral Communication, Computer Literacy, and Quantitative Reasoning; and one of the 3 credit hour Contemporary Social Values courses, either Non-Western Cultures or Diversity in U.S. Society.

### CLASS STANDING

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

CLASS STANDING	CREDIT HOURS
Senior	86 or more
Junior	56–85
Sophomore	26–55
Freshman	0–25

### CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

The Indiana University *Code of Student Rights, Responsibilities, and Conduct* provided to students upon initial registration contains the rules and regulations by which Indiana University students must abide. This book includes information on student rights and responsibilities, complaint procedures, misconduct, disciplinary procedures, and due process. A copy of the code is also available on the Internet at: [www.dsa.indiana.edu/Code](http://www.dsa.indiana.edu/Code).

The Office of Judicial Affairs adjudicates violations of the code. The goals of this office are:

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

The following is a partial list of university policies contained within the code:

#### **Academic Misconduct**

- Cheating
- Plagiarism
- Violation of course rules

#### **Personal Misconduct on University Property**

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

#### **Personal Misconduct Not on University Property**

- Altering academic transcripts
- Battery
- Drug trafficking
- Sexual assault
- Unauthorized use of a computer off the campus to obtain access to information on campus
- Participation in group violence

Please reference the entire code for a complete listing. It is the student's responsibility to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code.

### COURSE GRADES

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

### COURSE NUMBERS

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

### CREDIT BY EXAMINATION

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

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

The credit-hour fee for credit by examination is determined by the Indiana University Board of Trustees. Call the Office of the Bursar for the current rate. All fully admitted undergraduates and graduate students who apply for university credit by examination are assessed at the current rate.

### CREDIT TRANSFER

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

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

### DEAN'S LIST

All IU South Bend students who complete at least 6 credit hours of graded course work in a semester are eligible for an academic program's Dean's List. If they complete at least 12 credit hours of graded course work in a semester they are placed on the Dean's List if they have a grade point average of 3.5 or greater *in that semester*. If they have completed between 6 and 11 credit hours of graded course work in a semester they are placed on the Dean's List if they have a grade point average of 3.5 or greater *and* they have a cumulative grade point average of 3.24 or greater.

### DEFERRED GRADES

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

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

### DEGREE REQUIREMENTS

Students are responsible for understanding all requirements for graduation, for completing them by the time they expect to graduate, and for applying for graduation by their academic unit's deadline. Information about a specific school or division can be found in the section of this *Campus Bulletin* for that school.

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

### DRUG-FREE CAMPUS POLICY

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

### EMERGENCY CLOSING

IU South Bend closes due to emergency or inclement weather conditions when the decision is made by the chancellor or vice chancellor for academic affairs that such a closing is warranted. When the IU South Bend main campus closes, classes at all sites are canceled. IU South Bend classes held at Elkhart area high schools and the Elkhart Center, as well as Plymouth high school, are canceled when their respective school districts cancel classes due to weather conditions. Local TV and radio stations announce closings. Closings are also posted on the IU South Bend Web page at [www.iusb.edu](http://www.iusb.edu).

### ENROLLMENT RESTRICTION

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

### FINAL EXAMINATION SCHEDULING POLICY

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

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

### GRADE GRIEVANCES

If a student disputes his/her final course grade, the student must discuss the matter with the faculty member assigning the grade no later than the end of the next regular semester.

If the faculty member disagrees with the student's case for changing the grade, the student may appeal to the chairperson of the department that offered the course. If the chairperson of the department disagrees, the student may appeal to the dean or program director of the area that offered the course. If the faculty member, chairperson, dean or program director all disagree with the student's request, the student may then appeal to the Academic Affairs Committee of the IU South Bend Academic Senate. That committee then makes its recommendation to the vice chancellor for academic affairs, who makes a final resolution.

In those instances where either the faculty member, chairperson, or dean or program director supports the student's appeal, the student and the person supporting the appeal must submit a written appeal to the Academic Affairs Committee of the academic senate. That committee reviews the appeal and makes a recommendation to the vice chancellor for academic affairs, who makes a final resolution.

### GRADE REPLACEMENT POLICY

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

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

The grade replacement option is subject to the following considerations:

1. The IU South Bend grade replacement policy applies to undergraduate courses taken by students who do not have a bachelor's degree. In no case may a grade be replaced for a course taken prior to the awarding of a bachelor's degree.
2. This policy merely excludes certain grades from the calculation of the cumulative grade point average (GPA). All grades remain a part of a student's academic record; a notation on the transcript indicates if a grade is not included in the GPA calculation. In determining admission, the meeting of degree requirements, the granting of honors and academic distinction, and other matters, each

academic unit may use a GPA calculation that does not honor grade replacement. The GPA earned after grade replacement is subject to each academic unit's rules regarding academic probation and dismissal. In short, each academic unit retains the right to consider, for internal purposes, a student's complete academic record.

3. Under this policy, a student can replace the grades in any course taken at IU South Bend, except courses in which the student received the grades of W, I, or NC. However, courses taken at any other Indiana University campus can be replaced only if a student received the grade of F.
4. A student may exercise the grade replacement policy for a maximum of three courses or 10 credit hours (whichever comes first). The 10 credit hour limit includes any courses previously replaced under the FX policy prior to 2004 and any previously FX'd courses that were approved for academic renewal. A student may exercise the grade replacement policy only once for any single course.
5. Grade replacement under this policy ordinarily is available for undergraduate courses with fixed credits and fixed topics. The course in which the student reenrolls must be the same course for which grade replacement is sought. Grades in courses that have different titles or variable topics may be replaced only if the content in both courses is the same. In such cases, a student may petition to replace a grade in one course with the grade earned in another course, provided the two courses are equivalent. To determine equivalence, a comparison of course descriptions alone is not adequate. In making this determination, the faculty offering the course shall apply the same criteria as used in evaluating courses for transfer purposes.
6. Once invoked, a student may not subsequently request reversal of the grade replacement granted to a particular course.
7. Subject to the restrictions set out in earlier paragraphs, a student who received academic renewals may still use grade replacement for work taken subsequent to the granting of academic renewal.
8. Grade replacement does not happen automatically. It is the responsibility of the student who wishes to repeat a course in order to replace the grade to consult with his or her academic unit regarding its policies.
9. Enforcement of the grade replacement policy is the responsibility of the academic unit that certifies a student's fulfillment of degree requirements. Problems relating to the policy are referred to the academic unit's dean or equivalent.
10. IU South Bend joins all other campuses in honoring the principle that the grade policies on the degree-granting campus are applicable to each student. Hence, if an IU South Bend student transfers to another IU campus, IU South Bend honors requests from that campus, on behalf of the student, to replace a grade earned at IU South Bend. Were the student to return to IU South Bend for graduation, however, the student must check with their academic unit for their policies regarding grade replacement.

## GRADING CODE

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

Quality points are assigned for purposes of determining the cumulative grade point average as follows:

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### GRADING CODE SCALE

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

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## GRADE POINT AVERAGE

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

## GRADUATION REQUIREMENTS

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

Degrees are conferred in December, May, and August. Commencement is conducted in May. Students who intend to complete their degree work within a given year must contact their academic program early in that year. All credit of candidates for degrees, except for the work of the current semester, must be on record at least six weeks prior to the conferring of degrees.

## GRADUATION WITH DISTINCTION

Graduates whose minimum grade point averages (GPAs) are 3.9 and who complete at least 60 credit hours at IU South Bend are graduated with highest distinction; those whose minimum GPAs are 3.8 and who complete at least 60 credit hours at IU South Bend are graduated with high distinction; and those whose minimum GPAs are 3.65 and who complete at least 60 credit hours at IU South Bend are graduated with distinction. These honors are noted on diplomas and in commencement programs. Students who earn them are eligible to wear the cream and crimson fourragère at commencement.

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

## INCOMPLETE GRADES

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

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

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

## INDEPENDENT/CORRESPONDENCE STUDY

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

## PASS/FAIL OPTION

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

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

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



## READMISSION

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

## RELEASE OF INFORMATION IN STUDENT RECORDS

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

## RELIGIOUS OBSERVANCES

Indiana University respects the right of all students to observe their religious holidays and makes reasonable accommodation, upon request, for such observances. Please refer to the *Indiana University Code of Student Rights, Responsibilities, and Conduct* for details. A copy is available on the Internet at [www.dsa.indiana.edu/code](http://www.dsa.indiana.edu/code).

## SATISFACTORY/FAIL COURSES

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

## SECOND DEGREE

Normally the holder of a bachelor's degree who wishes to pursue further education is encouraged to become qualified for admission to graduate study. In certain cases, however, a student is admitted to candidacy for a second bachelor's

degree. When such admission is granted, candidates normally must earn at least 30 additional credit hours in residence and meet the requirements of the academic program in which they are candidates.

## SEMESTER LOAD

A typical full-time undergraduate academic load is 12 to 18 credit hours with an average of approximately 15 credit hours for the fall or spring semesters.

Full-time enrollment in either the fall or spring semesters is a minimum of 12 credit hours. Full-time enrollment for a summer session (SSI or SSII) is a minimum of 6 credit hours.

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

## SOCIAL SECURITY NUMBER

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

## STUDENT RECORD ACCESS

Indiana University's annual notification of student rights:

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

1. The right to inspect and review the student's educational records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official makes arrangements for access and notifies the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that they believe are inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They must write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Indiana University Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record to fulfill his or her professional responsibility. Upon request, the university may disclose educational records without consent to officials of another school in which a student seeks or intends to enroll. Finally, public information may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at the Office of the Registrar. Public information is limited to name; address; telephone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information.
4. The right to file a complaint with the United States Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA.
  - Courses dropped during the first week of classes do not show on the student's permanent record.
  - Students in music ensembles or applied music should contact the Raclin School of the Arts for information on withdrawals.

Thereafter, a grade of W is given only when the student withdraws with the approval of the student's academic program head, only if there are urgent reasons related to health or equivalent distress, and if the student is passing on the date of withdrawal. *If the student is failing on the date of withdrawal, the grade recorded is F.* Appropriate forms for processing withdrawals must be obtained by the student from the Information Center: Gateway to Excellence or the office of their academic program.

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

**NOTE: TERMINATION OF CLASS ATTENDANCE DOES NOT CONSTITUTE OFFICIAL WITHDRAWAL AND RESULTS IN A GRADE OF F. STUDENTS MUST OFFICIALLY WITHDRAW FROM THE COURSE.**

#### ***Withdrawal for Reserves Called to Active Duty***

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

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

#### **WORK DONE AT MORE THAN ONE INDIANA UNIVERSITY CAMPUS**

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

#### **TRANSCRIPTS OF CREDITS**

Students may obtain official transcripts of credits from the Office of the Registrar at IU South Bend. Requests for transcripts may be made in person or by letter. A fee is charged for all transcripts. Two working days or longer may be required for processing. Current fee and ordering information can be found on the Internet at [www.iusb.edu/~regr](http://www.iusb.edu/~regr) or by calling the Office of the Registrar at (574) 520-4451.

#### **WITHDRAWAL**

##### ***Withdrawal from the University***

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

##### ***Undergraduate Programs***

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



# GENERAL EDUCATION

**JOSEPH R. CHANEY, DIRECTOR**

**OFFICE: WIEKAMP HALL 3169**

**TELEPHONE: (574) 520-4870**

**INTERNET ADDRESS: [www.iusb.edu/~gened](http://www.iusb.edu/~gened)**



## **CAMPUSWIDE GENERAL EDUCATION REQUIREMENTS**

In March of 2003, the IU South Bend Academic Senate approved a general education plan for the campus. All students matriculating in the fall of 2005 and subsequent semesters are subject to the campuswide general education requirements. Individual schools and colleges may establish additional general education requirements for undergraduate degrees.

### **THE PURPOSE OF GENERAL EDUCATION AT IU SOUTH BEND**

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

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

## THE GOALS OF GENERAL EDUCATION

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

- Retrieve, evaluate, and use information effectively;
- Write clearly and correctly, and analyze written texts from a variety of disciplines;
- Understand, construct, and analyze quantitative arguments;
- Understand, construct, and analyze arguments presented in verbal and visual form;
- Understand and appreciate the variety of cultures and experiences that contribute to American society;
- Be familiar with a non-Western culture;
- Understand the power and purpose of a scientific view of the natural world;
- Appreciate artistic achievement and develop aesthetic sensibilities;
- Be familiar with the philosophical, literary, and political traditions of Western culture;
- Understand factors that shape the behavior of human beings as individuals and as groups;
- Appreciate the importance of ethical behavior and understand the ethical issues associated with a variety of academic disciplines, and
- Value personal growth and learning.

## THE GENERAL EDUCATION CURRICULUM

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

- I. Fundamental Literacies courses (13-19 cr.)
- II. Common Core courses (12 cr.)
- III. Contemporary Social Values courses (8 cr.)



## THE CAMPUS THEME COMPONENT

In addition, the general education program includes a campus theme component. The campus theme, which changes annually, connects course work and extracurricular learning. It supports instruction by means of a coordinated program of lectures, exhibits, performances, and other events and activities cosponsored by various campus schools, departments, and organizations. The purpose of the campus theme component is to extend the liberal arts education of all IU South Bend students beyond the classroom experience.

## SUMMARY OF GENERAL EDUCATION REQUIREMENTS

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

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

**Updated general education course lists are available on the Internet at [www.iusb.edu/~gened](http://www.iusb.edu/~gened).** Consult degree requirements to determine whether completion of a specific course in any category is preferred or required by a department or program.

### I. FUNDAMENTAL LITERACIES (13-19 CR.)

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

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

#### A. Writing

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

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

#### B. Critical Thinking

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

ENG-W 270 Argumentative Writing  
PHIL-P 105 Thinking and Reasoning  
PHIL-P 110 Introduction to Philosophy  
PHIL-P 150 Elementary Logic  
SPCH-S 228 Argumentation and Debate

### C. Oral Communication

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

SPCH-S 121 Public Speaking

### D. Visual Literacy

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

EDUC-W 200 Using Computers in Education

FINA-A 109 Ways of Seeing\*

JOUR-J 210 Visual Communication

The following two-course sequence:

NURS-S 470 Restorative Health Related to  
Multi-System Failures

NURS-S 485 Professional Growth and  
Empowerment

THTR-T 228 Design for the Theatre

### E. Quantitative Reasoning

The campuswide general education curriculum requires students to demonstrate competence in mathematical reasoning, either by performance on the mathematics placement examination that places a student at Level 6 or higher, or by successful completion of an approved course.

MATH-K 300 Statistical Techniques for Health  
Professions

MATH-M 108 Quantitative Reasoning

MATH-M 111 Mathematics in the World

MATH-M 115 Precalculus and Trigonometry (5 cr.)

MATH-M 118 Finite Mathematics

MATH-M 119 Brief Survey of Calculus I

The following two-course sequence:

MATH-M 125 Precalculus Mathematics

MATH-M 126 Trigonometric Functions (2 cr.)

MATH-M 208 Technical Calculus I

MATH-M 209 Technical Calculus II

MATH-M 215 Analytic Geometry and Calculus I  
(5 cr.)

MATH-M 216 Analytic Geometry and Calculus II  
(5 cr.)

NURS-H 355 Data Analysis in Clinical Practice and  
Health Care Research

SOC-S 351 Social Statistics

### F. Information Literacy

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

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

### G. Computer Literacy

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

BUS-K 201 The Computer in Business

CSCI-A 106 Introduction to Computing

CSCI-A 107 Programming within Applications (4 cr.)

CSCI-A 201 Introduction to Programming (4 cr.)

CSCI-C 101 Computer Programming I (4 cr.)

CSCI-C 201 Computer Programming II (4 cr.)

FINA-P 273 Computer Art and Design I

INFO-I 101 Introduction to Informatics (4 cr.)

INFO-I 210 Information Infrastructure I (4 cr.)

INFO-I 211 Information Infrastructure II (4 cr.)

## II. COMMON CORE COURSES (12 CR.)

The Common Core courses are designed to give greater coherence to the general education experience at IU South Bend by demonstrating the productive relationships among disciplines and by emphasizing the value of the Fundamental Literacies from Part I of the general education curriculum. The four Common Core courses, each of which is offered in several disciplines under specific departmental codes, introduce students to many of the essential intellectual themes of the four broad (and not mutually exclusive) groupings of disciplines.

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

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

### A. The Natural World

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

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

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\* Course under development

**B. Human Behavior and Social Institutions**

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

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

**C. Literary and Intellectual Traditions**

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

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

**D. Art, Aesthetics, and Creativity**

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

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

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

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

ANTH-A 250 Anthropology in the Modern World

ANTH-A 385 Topics in Anthropology

VT: Contemporary Chinese Society

VT: Rise and Fall of Ancient Civilizations

ANTH-E 105 Culture and Society

ANTH-E 300 Culture Areas and Ethnic Groups:

Peoples and Cultures of Latin America

ANTH-E 310 Introduction to the Cultures of Africa

ANTH-E 320 Indians of North America

ANTH-E 323 Indians of Indiana

ANTH-E 365 Women and Power

ANTH-E 391 Women in Developing Countries

ANTH-E 397 Peoples and Cultures of the Middle East

ANTH-E 402 Gender in Cross-Cultural Perspective

FINA-A 300 Topics in Art History

VT: Introduction to Non-Western Art

HIST-G 300 Issues in Asian History

HIST-G 369 Modern Japan

HIST-H 207 Modern East Asian Civilization

HIST-H 237 Traditional East Asian Civilization

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

PHIL-P 283 Non-Western Philosophy

PHIL-P 374 Early Chinese Philosophy

PHIL-P 383 Topics in Philosophy

VT: Non-Western Philosophy

POLS-Y 107 Introduction to Comparative Politics

VT: Comparing Politics through Film

POLS-Y 109 Introduction to International Relations

POLS-Y 330 Central American Politics

POLS-Y 337 Latin American Politics

POLS-Y 343 Developmental Problems in the Third World

REL-R 153 Religions of the East

SOC-S 362 World Societies and Cultures

VT: Mexico

VT: Costa Rica

SOC-S 410 Topics in Social Organization

VT: Gender and Work in the Global Economy

VT: Deep Mexico: Its Influence Past and Present

SPAN-S 275 Hispanic Culture and Conversation

WOST-E 391 Women in Developing Countries

WOST-W301 Global Perspectives on Women

WOST-W400 Topics in Women's Studies

VT: Gender and Work in the Global Economy

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VT: = Variable title.

**B. Diversity in United States Society**

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

AFRO-A 150 Survey of the Culture of Black Americans  
 ANTH-A 385 Topics in Anthropology

VT: Asian Immigrant Communities in the United States

ANTH-A 460 Topics in Anthropology

VT: Archaeology of Ethnicity in America

CMLT-C 253 Third World and Black American Films

EDUC-H 340 Education and American Culture

ENG-L 370 Recent Black American Writing

ENG-L 379 American Ethnic and Minority Literature

HIST-A 355 Afro-American History to the 1890s

HIST-A 356 Afro-American History, 1890s to the Present

HIST-H 260 History of Women in the United States

POLS-Y 329 Racial and Ethnic Politics in the United States

PSY-P 391 Psychology of Gender, Race, and Ethnicity

REL-R 160 Religion and American Culture

SOC-S 161 Principles of Sociology

SOC-S 163 Social Problems

SOC-S 316 Sociology of the Family

SOC-S 317 Inequality

SOC-S 335 Race and Ethnic Relations

SOC-S 338 Sociology of Gender Roles

SOC-S 360 Topics in Social Policy

SOC-S 410 Topics in Social Organization

VT: Inequalities

WOST-H 260 History of Women in the United States

WOST-P 391 Psychology of Gender, Race, and Ethnicity

WOST-S 338 Sociology of Gender Roles

WOST-W 100 Gender Studies

**C. Health and Wellness**

The campuswide curriculum in general education requires students to demonstrate familiarity with concepts and principles of physical fitness, holistic health, or healthful living and the prevention of disease. Courses in Health and Wellness that fulfill the campuswide requirement include an explicit instructional component focused on such knowledge. Students may also fulfill the requirement by completing 1 credit hour in a physical education or recreation course within the Health, Physical Education, and Recreation program in combination with a 1 credit hour course focused on fundamental principles of health and wellness. Courses that include instruction in such principles are listed below.

EDUC-M 359 Health and Wellness for Teachers

HPER-E 190 Yoga I (1 cr.)

HPER-N 220 Nutrition for Health

NURS-B 233 Health and Wellness (4 cr.)

SPEA-H 120 Contemporary Health Issues

THTR-D 110 Social Dance (2 cr.)

THTR-D 115 Modern Dance I (2 cr.)

THTR-D 120 Ballet I (2 cr.)

THTR-D 130 Flamenco I (2 cr.)

THTR-D 140 Jazz Dance I (2 cr.)

THTR-D 150 Middle Eastern Dance I (2 cr.)

THTR-D 215 Modern Dance II (2 cr.)

THTR-D 220 Ballet II (2 cr.)

THTR-D 230 Flamenco Dance II (2 cr.)

THTR-D 240 Jazz Dance II (2 cr.)

THTR-D 250 Middle Eastern Dance II (2 cr.)

**NOTE: VARIOUS COURSES LISTED IN THIS SECTION AS GENERAL EDUCATION REQUIREMENTS ARE CURRENTLY UNDER DEVELOPMENT.**



# COLLEGE OF LIBERAL ARTS AND SCIENCES

**LYNN R. WILLIAMS, DEAN**

**OFFICE: WIEKAMP HALL 3300**

**TELEPHONE: (574) 520-4214**

**INTERNET ADDRESS: [www.iusb.edu/~lasi](http://www.iusb.edu/~lasi)**

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**ASSOCIATE DEANS:** McIntosh, McMillen

**DIRECTOR OF ADVANCE COLLEGE PROJECT:** Dimitrakopoulos

**COORDINATOR OF STUDENT SERVICES:** LaMar-Clark

**DIRECTOR OF ADVISING:** Lynker



## GENERAL INFORMATION

The College of Liberal Arts and Sciences is the nucleus of IU South Bend. Through studies with the faculties of the humanities, social and behavioral sciences, mathematics, and natural sciences departments, students have the opportunity to broaden their awareness and knowledge of the major areas of human activity.

By selecting an area of study in one of the traditional disciplines, students acquire in-depth understanding of a single field of investigation. Through their academic experiences, students also sharpen critical thinking skills, develop an appreciation for the arts, learn to communicate more effectively, enhance their self knowledge, and increase their tolerance for differences. Consequently, students graduate prepared for a lifetime of learning and are better able to cope with and enjoy the rapidly changing world in which we live.

Faculty in the College of Liberal Arts and Sciences advise all students with a declared major in the college, as well as those who are undecided but leaning toward a traditional arts and sciences major. In addition, faculty have accepted the responsibility of advising and welcoming all incoming freshmen students who are undecided about their major. Regular advising sessions are scheduled during summer orientation and by appointment throughout the year in Wiekamp Hall 3300B. The advising telephone number for students undecided about a major is (574) 520-4537.

The College of Liberal Arts and Sciences (CLAS) offers programs of study that lead to certificates, the Associate of Arts, the Associate of Science, the Bachelor of Arts, the Bachelor of Science, or master's degrees. Minors are available in a large number of disciplines as well as several interdisciplinary programs. Courses are also offered in a variety of areas in which degrees are not presently offered.

The College of Liberal Arts and Sciences also shelters the general studies degree program, both associate and bachelor's degrees. General studies degrees are granted by the School of Continuing Studies; local governance is by a committee of the IU South Bend Academic Senate. General studies information is available in this *Campus Bulletin* and by calling (574) 520-4260.

Along with the programs leading to the associate, bachelor's, and master's degrees, the college offers courses that are the general education component of all IU South Bend undergraduate degrees.

### THE STUDENT'S RESPONSIBILITY

All colleges establish certain academic requirements that must be met before a degree is granted. These regulations concern such things as curricula and courses, the requirements for majors and minors, and university procedures. Advisors, directors, and deans are available to advise students on how to meet these requirements, but each student is individually responsible for fulfilling them. If requirements are not satisfied, the degree is withheld pending adequate fulfillment. For this reason, it is important for each student to be well acquainted with all requirements described in this *Campus Bulletin*.

### ACADEMIC REGULATIONS

All students in the College of Liberal Arts and Sciences should familiarize themselves with the Academic Regulations and Policies in the front section of this *Campus Bulletin*. A number of specialized regulations apply to the college.

Occasional changes in the graduation requirements for liberal arts and sciences majors may lead to uncertainty as to which *Campus Bulletin* is applicable for a given graduating student. For the general education requirements and other academic matters, the student may choose either the *Campus Bulletin* in effect at the time of matriculation to IU South Bend or the *Campus Bulletin* in effect at the time of graduation. For meeting requirements of the major, the choice is between the *Campus Bulletin* in effect when the student certifies into the college and the *Campus Bulletin* in effect when the student graduates.

### ACADEMIC PROBATION

A College of Liberal Arts and Sciences student who has attempted 12 or more credit hours is placed on probation if their cumulative grade point average falls below 2.0, and remains on probation until it reaches or exceeds 2.0. If a student who is on probation fails to achieve a 2.0 in any regular fall or spring semester, the student is restricted to half-time

enrollment for the following six (6) months of enrollment. If that student fails for a second time to achieve a 2.0 in any one semester of enrollment, he/she is subject to dismissal from the university for at least one year, at the discretion of the probation committee.

### ACADEMIC RENEWAL

Academic renewal for prior Indiana University course work may be requested by students who did not register for courses at any Indiana University campus for at least three consecutive calendar years after the period for which academic renewal is requested. Contact a College of Liberal Arts and Sciences advisor for more information.

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## ASSOCIATE DEGREES

The College of Liberal Arts and Sciences at IU South Bend offers instruction leading to Associate of Arts and Associate of Science degrees. Associate degrees can serve students in two ways. First, they are intellectually coherent degrees that provide a student with a valuable background in critical thinking and the communication skills necessary in the workplace. Second, these degrees lay the groundwork for a Bachelor of Arts or a Bachelor of Science degree for those students who eventually wish to continue their undergraduate studies.

The educational objectives of the associate degree programs are that students demonstrate the following:

- critical thinking and problem solving skills
- the ability to write accurate, clear, effective English
- knowledge of important principles and findings associated with the application of quantitative methods to society
- ability in basic learning skills
- an appreciation of elements of the world's cultures
- basic computer proficiency

### REQUIREMENTS FOR ASSOCIATE DEGREES

- A minimum of 60 credit hours is required.
- At least 15 credit hours must be completed while in residence at IU South Bend.
- A minimum of two courses in the area of concentration, totaling at least 6 credit hours, must be taken at IU South Bend.
- At least 15 credit hours must be taken in the discipline of concentration, exclusive of courses used to meet the basic requirements for the degree.
- No more than 3 credit hours in the discipline of concentration may be counted toward a general education requirement.
- Students must have a minimum cumulative GPA of 2.0 and a minimum concentration grade point average of 2.0, with no course below C- counting in the concentration.
- An application for a degree must be filed in the office of the student services coordinator, College of Liberal Arts and Sciences, no later than October 1 for May graduation, or March 1 for August and December graduation.

- A student may not be awarded an associate degree and a bachelor’s degree in the same field in the same academic year.
- A student need not be registered through liberal arts and sciences to earn an associate degree.

## ASSOCIATE OF ARTS

The College of Liberal Arts and Sciences at IU South Bend offers instruction leading to the Associate of Arts degree with the following concentrations:

American Studies	Philosophy
Economics	Political Science
English	Psychology
Film Studies	Religious Studies
French	Sociology
German	Spanish
History	Women’s Studies
Mathematics	

### BASIC REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE (36 CR.)

An Associate of Arts degree in the College of Liberal Arts and Sciences at IU South Bend comprises two parts:

PART ONE	Campus and college requirements (I and II) together encourage breadth of general knowledge and skills.
PART TWO	A concentration encourages deep and coherent knowledge and skills development in a particular field of study within the college.

PART ONE makes up the college's liberal education requirements for the Associate of Arts degree, summarized below. For information on PART TWO, concentration area requirements for the Associate of Arts, please refer to the relevant department or interdisciplinary program section of this *Campus Bulletin*.

No course may be used to meet more than one PART ONE requirement. No more than one, 3 credit hour course used to meet concentration requirements (PART TWO) may also be used to meet a PART ONE requirement.

Associate of Arts degree students in the College of Liberal Arts and Sciences should develop the fundamental intellectual skills to prepare them for life-long learning inside and outside the university. Students may test out of the general education requirements Quantitative Reasoning and Computer Literacy by passing appropriate proficiency tests.

A candidate for an associate degree in the College of Liberal Arts and Sciences must satisfactorily complete a minimum of 60 credit hours.

## PART ONE:

### GENERAL EDUCATION

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

#### I. FUNDAMENTAL LITERACIES (13-19 CR.)

##### A. Writing

ENG-W 131 Elementary Composition

##### B. Critical Thinking

Select from approved course list, page 34

##### C. Oral Communication

SPCH-S 121 Public Speaking

##### D. Visual Literacy

Not required

##### E. Quantitative Reasoning

Select from approved course list, page 35

##### F. Information Literacy

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

##### G. Computer Literacy

Select from approved course list, page 35

#### II. COMMON CORE COURSES (9 CR.)

Complete one course from each of the following areas, as designated in the *Schedule of Classes*.

##### A. The Natural World

Not required

##### B. Human Behavior and Social Institutions

Select from approved course list, page 36

##### C. Literary and Intellectual Traditions

Select from approved course list, page 36

##### D. Art, Aesthetics, and Creativity

Select from approved course list, page 36

#### ADDITIONAL REQUIREMENTS (11 CR.)

Students must also satisfy the following College of Liberal Arts and Sciences requirements:

##### World Languages (6 cr.)

The study of languages other than English is essential to understand and appreciate our global community. In recognition of this fact, the College of Liberal Arts and Sciences requires that its Associate of Arts majors attain a novice-high level proficiency in a second language. This requirement can be met in one of three ways:

1. Successful completion of two, 3 credit hour language classes in a single world language other than English. The number of years of high school language instruction typically determines the student's choice of which semester to enroll in. (0-1 years = 101; 2 years = 102; 3 years = 203).
2. Successful completion of a 300- or 400-level course in which the primary instruction is in a language other than English.
3. Formal training, as evidenced by secondary or university diplomas, in a language other than English.



**WORLD LANGUAGES PLACEMENT EXAMINATION**

The Department of World Language Studies (W.L.S.) offers a placement exam:

- To determine in which semester a student should enroll
- To qualify students for credit by examination

Students may earn up to 6 credit hours for testing out of any two of these language classes (101, 102, 203, or 204). For more details, please see the W.L.S. Web page.

**Science Requirements (5 cr.)**

Associate of Arts students in the College of Liberal Arts and Sciences should have some knowledge of the traditional disciplines (sciences, social sciences, humanities, arts) and the productive relations between them.

This can be satisfied by a single 5 credit hour integrated lecture/ laboratory course.

Natural science course

Natural science laboratory (2 cr. hrs.)

To understand the basis of science, Associate of Arts students in the College of Liberal Arts and Sciences are required to take a course in the natural sciences which is linked to or integrated with a science laboratory course. The lecture course may be N 190 or N 390 The Natural World, provided that it is linked to or integrated with a laboratory. This requirement may also be met with an integrated lecture/laboratory course that carries 5 credit hours. (Natural sciences = anatomy, astronomy, biochemistry, biological sciences, chemistry, geology, microbiology, physics, physiology, or plant science.)

In planning their course of study for the Associate of Arts, students who intend to go on to a bachelor's degree at IU South Bend should consider that one 300-level core course is required for that degree.

**PART TWO:****REQUIRED CONCENTRATION (15-18 CR.)**

Associate of Arts students in the College of Liberal Arts and Sciences must gain depth of knowledge in some discipline or interdisciplinary program. For Associate of Arts concentration requirements, see the specific departmental or interdisciplinary program section in this *Campus Bulletin*. Associate of Arts students should meet regularly with an advisor in the department or program offering the Associate of Arts concentration.

**ASSOCIATE OF SCIENCE**

The College of Liberal Arts and Sciences at IU South Bend offers instruction leading to the Associate of Science degree in the following fields:

- Biological Sciences
- Chemistry
- Computer Science

**BASIC REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE DEGREE (35-37 CR.)**

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

The basic requirements for the Associate of Science degree are similar to those for the Associate of Arts degree. For the Associate of Science degree, the mathematics course must be MATH-M 119 Brief Survey of Calculus I or MATH-M 215 Analytic Geometry and Calculus I, and there are some restrictions on the courses used to fulfill the natural sciences requirement. In addition, the total required for graduation is 61-62 credit hours. See the specific departmental sections of this *Campus Bulletin* for details.

**CONCENTRATION REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE DEGREE (17-23 CR.)**

See the specific department of concentration section in this *Campus Bulletin*.

**CERTIFICATES**

The College of Liberal Arts and Sciences at IU South Bend offers instruction leading to certificates in Computer Applications, Computer Programming, Advanced Computer Programming, Applied Informatics, Professional Writing, Social and Cultural Diversity, and Technology for Administration. See the departmental sections of this *Campus Bulletin*.

Students seeking to earn any certificate in the College of Liberal Arts and Sciences must complete all courses used to fulfill the certificate requirements with a grade of C- or higher, and, in addition, must earn a certificate GPA of at least 2.0.

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## BACHELOR'S DEGREES

### ACADEMIC ADVISING REQUIREMENTS

Academic advising by a faculty member from the student's major area(s) is required at least once each year and, in some departments, prior to each semester's enrollment.

Academic advising for each student in the College of Liberal Arts and Sciences is available prior to each semester's enrollment by a faculty member from the student's major area(s) or from an advisor in the college's advising center. Although academic advising is intended to provide effective guidance and every student is required to seek the advice of a faculty advisor, students individually are responsible for planning their own programs and for meeting the degree requirements by the time they expect to graduate.

### GRADES

Students must have a minimum cumulative grade point average of 2.0 and complete all requirements in their major and/or minor departments with a C- or higher. (A minimum cumulative grade point average of 2.0 is required in the student's major and minor departments.) Any course in which the student receives a grade of F does not count in the credit hours accumulated for graduation. Any course in which a letter grade of D is received does not count in a student's major or minor.

### CREDIT HOUR REQUIREMENTS

A candidate for a bachelor's degree in the College of Liberal Arts and Sciences must satisfactorily complete a minimum of 122 credit hours in courses offered by the college or by other academic programs of the university offering bachelor's degree programs.

### TRANSFER CREDITS

Ordinarily, the maximum number of transfer credit hours that may be counted toward graduation in the College of Liberal Arts and Sciences is 96, including credit earned at other campuses of Indiana University. Not more than 60 credit hours earned at accredited junior colleges may be applied toward a degree.

### TESTING OUT OF REQUIREMENTS

Students may test out of the general education requirements Quantitative Reasoning and Computer Literacy by passing appropriate proficiency tests. For testing out of part of world languages, see World Language Placement Examination information on page 87.

### UPPER-LEVEL COURSE WORK

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

### RESIDENCY REQUIREMENT

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

### CORRESPONDENCE AND SPECIAL CREDIT

By special permission of the dean, a maximum of 12 credit hours may be earned toward a degree through correspondence study or by special credit examination. Ordinarily students in residence in the college are permitted to enroll concurrently in courses offered through the Indiana University School of Continuing Studies Independent Study Program (correspondence courses). Any correspondence courses in the student's major must also have the approval of the departmental chairperson. (SPCH-S 121 Public Speaking may not be taken by correspondence.)

### TIME LIMIT FOR COMPLETION OF REQUIREMENTS

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

### GRADUATION DEADLINES

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

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## BACHELOR OF ARTS

The College of Liberal Arts and Sciences (CLAS) at IU South Bend offers instruction leading to the Bachelor of Arts degree in the following majors:

Biological Sciences	Philosophy
Chemistry	Physics
Economics	Political Science
English	Psychology
French	Sociology
German	Spanish
History	Women's Studies
Mathematics	

The College of Liberal Arts and Sciences curriculum for the Bachelor of Arts degree is designed to give students a broad acquaintance with the various ways scholars study and inter-

pret the world in which we live. It is also intended to enable students to understand, and to communicate their understanding of, the richly varied and changing contexts of our lives. Within this general educational framework students choose one or more areas for in-depth study.

Every student at IU South Bend must complete campuswide general education requirements. Students within the College of Liberal Arts and Sciences must also complete requirements for bachelor's degrees, and the following concentration requirements. Students are strongly encouraged to meet with their academic advisors every semester to help them select the optimal course of study. In many cases, courses can be selected that satisfy both the college and the campuswide general education requirements.

A bachelor's degree in the College of Liberal Arts and Sciences at IU South Bend comprises three parts:

PART ONE	Campus and college requirements (I, II and III) together encourage breadth of general knowledge and skills.
PART TWO	A minor encourages depth of knowledge in an area outside the major, perhaps even outside the college.
PART THREE	A major encourages deep and coherent knowledge and skills development in a particular field of study within the college.

PARTS ONE and TWO together make up the college's liberal education requirements, summarized below. For information on PART THREE, major requirements for the Bachelor of Arts, please refer to the relevant department or interdisciplinary program section of this *Campus Bulletin*.



## SUMMARY OF CLAS LIBERAL EDUCATION REQUIREMENTS

No course may be used to meet more than one PART ONE requirement. Any course used to meet major (PART THREE) or minor (PART TWO) requirements may also be used to meet one but not more than one of the PART ONE requirements.

A candidate for a bachelor's degree in the College of Liberal Arts and Sciences must satisfactorily complete a minimum of 122 credit hours, including at least 30 credit hours at the 300- or 400-level.

## GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

#### PART ONE:

#### I. FUNDAMENTAL LITERACIES (13-19 CR.)

##### A. Writing

ENG-W 131 Elementary Composition

##### B. Critical Thinking

Select from approved course list, page 34

##### C. Oral Communication

SPCH-S 121 Public Speaking

##### D. Visual Literacy

Select from approved course list, page 35

##### E. Quantitative Reasoning

Select from approved course list, page 35

##### F. Information Literacy

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

##### G. Computer Literacy

Select from approved course list, page 35

#### II. COMMON CORE COURSES (12 CR.)

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

##### A. The Natural World

Select from approved course list, page 35

##### B. Human Behavior and Social Institutions

Select from approved course list, page 36

##### C. Literary and Intellectual Traditions

Select from approved course list, page 36

##### D. Art, Aesthetics, and Creativity

Select from approved course list, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS (14-23 CR.)**

Bachelor of Arts students must also satisfy the following College of Liberal Arts and Sciences requirements:

**Junior/Senior-Level Writing (3 cr.)**

Writing clear English is one of the defining characteristics of a liberal arts graduate. All Bachelor of Arts students are required to complete a junior/senior-level writing course with a grade of C or higher. This course must be taken after completing at least 56 credit hours. Please see the College of Liberal Arts and Sciences Web page for courses satisfying this requirement at [www.iusb.edu/~lasi](http://www.iusb.edu/~lasi).

**World Languages (3-12 cr.)**

The study of languages other than English is essential to understanding and appreciating our global community. In recognition of this fact, the College of Liberal Arts and Sciences requires that its Bachelor of Arts majors attain an intermediate-level proficiency in a second language. This requirement can be met in one of three ways:

1. Successful completion of a fourth-semester language class, designated as 204 in the catalogue. The 204 course is the last class in a four-semester sequence: 101, 102, 203, and 204. The number of years of high school language instruction typically determines the student's choice of which semester to enroll in. (0-1 years = 101; 2 years = 102; 3 years = 203)
2. Successful completion of a 300- or 400-level course in which the primary instruction is in a language other than English.
3. Formal training, as evidenced by secondary or university diplomas, in a language other than English.

**WORLD LANGUAGES PLACEMENT EXAMINATION**

The Department of World Language Studies (W.L.S.) offers a placement exam:

- To determine in which semester a student should enroll
- To qualify students for credit by examination

Students may earn up to 6 credit hours for testing out of any two of these language classes (101, 102, 203, or 204). For more details, please see the world language studies Web page.

**Western Culture before 1800 (3 cr.)**

The College of Liberal Arts and Sciences Bachelor of Arts students should attain an awareness of the historical, literary, artistic, or philosophical achievements that contributed to the construction of the idea of the West, its culture and institu-

tions. Bachelor of Arts majors must take one course whose primary subject matter treats aspects of the ancient, medieval, and/or early modern world and gives the student a sense of the historical and geographical origins of modern societies.

This requirement can be met by taking any course or section designated as approved for Western Culture before 1800. Please see the College of Liberal Arts and Sciences Web page for details.

**Science Course and Laboratory (5 cr.)**

Additional Natural Science course

Select from N 190 or N 390 (anatomy, astronomy, biology, chemistry, geology, microbiology, physiology, physics, or plant sciences)

Natural science laboratory (2 cr.)

These requirements can also be satisfied by a single 5 credit hour integrated lecture/laboratory course.

To prepare students for a world profoundly influenced by rapid changes in science and technology, the College of Liberal Arts and Sciences requires that Bachelor of Arts students take a 3 credit hour course in the natural sciences, in addition to N 190 The Natural World.

To understand science, students must learn the experimental method. The College of Liberal Arts and Sciences requires that Bachelor of Arts students take a science course with a formal laboratory component. This may be a laboratory course linked to a lecture course or it may be an integrated lecture/laboratory course, in either case totaling 5 credit hours.

**PART TWO:****THE REQUIRED MINOR (15-18 CR.)**

May be taken in any IU South Bend school, college, division or interdisciplinary program. See program information for requirements.

While the campuswide general education requirements expose students to a broad array of topics and methods, the College of Liberal Arts and Sciences Bachelor of Arts students should also explore at least one area outside their major in some depth. Bachelor of Arts students must complete a minor offered by any IU South Bend school, college, division, or approved interdisciplinary program.

Bachelor of Arts students must also complete a minor in an area outside their major. For the minor requirements of specific departments and interdisciplinary programs, consult those sections of this *Campus Bulletin*. Students must declare their minor in a timely manner, by meeting with an advisor for the department or program offering the minor early in their career at IU South Bend. Students are encouraged to consult with an advisor for the minor regularly.

Any student who completes a double major within the College of Liberal Arts and Sciences or a second major from outside the college is deemed to have met this requirement.

## DEPARTMENTAL MINORS

Students must earn a minor in conjunction with a Bachelor of Arts degree. Some Bachelor of Science degrees also require minors. See departmental pages. A minor shall consist of at least 15 credit hours, with a grade of C– or higher, in one department or in an approved interdepartmental program (a minimum of two courses, totaling at least 6 credit hours, must be taken while in residence at IU South Bend).

A GPA of 2.0 is required in the student's minor department(s). World language majors may minor in second languages; others must choose minors outside of their major departments. Each minor program must be approved by an advisor in the department or interdepartmental committee offering the minor and must be filed with the coordinator of student services.

For the minor requirements of specific departments and interdepartmental programs, consult those sections of this *Campus Bulletin*. See list of minors on page 10 of this *Campus Bulletin*.

### MINOR IN MANAGEMENT SKILLS AND OUTSIDE MINOR IN BUSINESS ADMINISTRATION

Students in the College of Liberal Arts and Sciences may combine formal study in business administration with a liberal arts and sciences major. For details see the Special Programs section at the end of liberal arts and sciences in this *Campus Bulletin*, or Outside Minor in the School of Business and Economics.

#### PART THREE:

#### THE REQUIRED MAJOR

Select from programs in the College of Liberal Arts and Sciences which begin on page 46.

#### CONCENTRATION REQUIREMENT

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

#### SINGLE MAJOR AREA OF CONCENTRATION

The following are minimum requirements for the concentration requirement. Additional and/or detailed requirements are to be found in the departmental statements in this *Campus Bulletin*. The specific departmental requirements that must be fulfilled are those published in the *Campus Bulletin* that is current at the time the student certifies into the college (but not longer than 10 years), or those in the *Campus Bulletin* current at the time of graduation. The following rules pertain to the concentration group:

- At least 25 credit hours must be taken in the major subject area. This is a minimum. See specific departmental requirements.

- Any course in which the student receives a letter grade below C– may not be used to fulfill the concentration area requirement. However, courses in which the student receives a D or higher counts toward the 122 credit hour total that is required for graduation.
- A GPA of 2.0 is required in the student's major department(s).

#### DOUBLE MAJOR

A student may major in more than one discipline. A double major requires that the major requirements in both departments be fully met, as well as general education and other general requirements of the college. The student should consult regularly with advisors from both departments if this option is chosen.

### REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Normally the holder of a bachelor's degree who wishes to pursue a further educational goal is encouraged to become qualified for admission to a graduate degree program. In certain cases, however, the dean may admit a bachelor's degree holder to candidacy for a second bachelor's degree. When such admission is granted, the candidate must declare a major, earn at least 26 additional credit hours in residence, and meet the modified campuswide general education and College of Liberal Arts and Sciences requirements as well as those of the major department.

### BACHELOR OF SCIENCE

The College of Liberal Arts and Sciences offers the Bachelor of Science degree in the following majors:

Actuarial Science	Computer Science
Applied Mathematics	Economics
Biochemistry	Informatics
Biological Sciences	Physics
Chemistry	

(See economics degree requirements in the School of Business and Economics section in this *Campus Bulletin*.)

Every student who registers in a curriculum leading to the degree Bachelor of Science must complete the requirements for bachelor's degrees and the general education requirements as specified under the respective departmental listing in this *Campus Bulletin*.

## PROGRAMS IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES

**ACTUARIAL SCIENCE** (*See Mathematics*)

### AFRICAN AMERICAN STUDIES

**COORDINATOR:** Tetzlaff

**TELEPHONE:** (574) 520-5515

**E-MAIL ADDRESS:** [afrostud@iusb.edu](mailto:afrostud@iusb.edu)

**INTERNET ADDRESS:** [www.iusb.edu/~afrostud](http://www.iusb.edu/~afrostud)

**FACULTY ADVISORS:** Bender, Bennion, Grant, Griffin,  
Lambert, Roth, Sernau, Tetzlaff

A minor in African American Studies provides students with a focused understanding of the vital role of African American culture and contributions in American life. The minor consists of a core introductory course, an African American history course, and three elective courses, forming a total of 15 credit hours. The approach is interdisciplinary, combining the social and behavioral sciences, the humanities, business, and education. In addition to broadening students' awareness, this minor is expected to enhance students' employability in all fields which serve African American populations and in all workplaces where their co-workers, employers, or employees might be African American.

African American Studies, as defined by one of its leading scholars is "the systematic study of the black experience, framed by the socioeconomic, cultural, and geographical boundaries of sub-Saharan Africa and the black diaspora."

#### MINOR IN AFRICAN AMERICAN STUDIES

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

A grade of C- or higher is required in each of the courses that count toward the minor. A cumulative GPA of at least 2.0 is required for the minor.

#### REQUIREMENTS (15 CR.)

##### *Core Courses (6 cr.)*

AFRO-A 150 Survey of the Culture of Black Americans

Select one of the following:

HIST-A 355 Afro-American History to the 1890s

HIST-A 356 Afro-American History, 1890 to the Present

##### *Electives (9 cr.)*

Three courses with an African American emphasis, at least one of which must be at the 300-level or above.

CMLT-C 253 Third World and Black American Films

EDUC-H 340 Education and American Culture

(with an African American emphasis)

- ENG-L 370 Recent Black American Writing  
(with an African American emphasis)
- ENG-L 379 American Ethnic and Minority Literature  
(with an African American emphasis)
- HIST-A 355 Afro-American History to the 1890s  
(if not used as a core course)
- HIST-A 356 Afro-American History, 1890 to the Present  
(if not used as a core course)
- HIST-H 225 Special Topics in History (Freedom Summer Study Tour of the Civil Rights Movement in the South)
- HIST-H 425 Topics in History (Freedom Summer Study Tour of the Civil Rights Movement in the South)
- MUS-M 375 Survey of Ethnic and Pop Music of the World  
(with an African American emphasis)
- POLS-Y 329 Racial and Ethnic Politics in the United States  
(with an African American emphasis)
- PSY-P 391 Psychology of Gender, Race, and Ethnicity  
(with an African American emphasis)
- SOC-S 317 Inequality (with an African American emphasis)
- SOC-S 335 Race and Ethnic Relations (with an African American emphasis)

"With an African American emphasis" means that the African American Studies Committee has reviewed the syllabus of the instructor and determined that it fits into the minor. It also means that the student is expected to complete one major assignment or research paper on an African American topic when taking the course. Electives eligible for the minor are listed in the published course schedules under the heading Afro-American Studies (AFRO).

**NOTE: THESE COURSES ARE NOT OFFERED EVERY ACADEMIC YEAR SO STUDENTS MINORING IN AFRICAN AMERICAN STUDIES SHOULD MAKE EVERY EFFORT TO TAKE THEM AS SOON AS THEY APPEAR ON A COURSE SCHEDULE. OTHER COURSES IN AFRICAN AMERICAN STUDIES ARE ADDED AS SOON AS POSSIBLE.**

### AMERICAN STUDIES

**COORDINATOR:** Bennion

**TELEPHONE:** (574) 520-4128

**INTERNET ADDRESS:**

[www.iusb.edu/~majors/american.shtml](http://www.iusb.edu/~majors/american.shtml)

American Studies offers an interdisciplinary approach to diverse aspects of American culture and society. Students are encouraged to pursue their own special interests and to take courses in a number of different departments, acquiring some familiarity with social, economic, political, literary, and historical perspectives.

For information about the American Studies program, contact the program coordinator or any of the following faculty members: Bender, Grant, Lambert, Roth, or Zechowski.

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## ASSOCIATE OF ARTS WITH A CONCENTRATION IN AMERICAN STUDIES

### *Concentration Requirements*

At least 15 credit hours in courses about the United States, with at least 9 of these credit hours at the 200-level or above. Courses must be taken in at least three departments.

Students must also complete a portfolio project designed to synthesize their work in American Studies. The portfolio includes three to five pieces of the students' written work from courses counting toward the concentration, as well as a brief, reflective essay explaining what the student has learned about the United States and its promises of democracy, liberty, and equality. Students should select an advisor from the faculty listed above and, in consultation with the advisor, design a program to be approved by the American Studies Committee.

In addition to general education objectives, students with a concentration in American Studies are expected to develop both a factual knowledge and a conceptual grasp of the diverse aspects of American culture and society. They are expected to think critically about the material and communicate their ideas effectively.

## MINOR IN AMERICAN STUDIES

A student who wishes to earn a minor in American Studies should select an advisor from the faculty listed above and, in consultation with that advisor, design a program to be approved by the American Studies Committee.

The program must include at least 15 credit hours in courses about the United States, with at least 9 credit hours at the 300-level or above. Courses must be selected from at least two departments outside of the student's major. Course grades must be at a level of C- or higher to be counted toward a minor in American Studies.

Students must also complete a portfolio project designed to synthesize their work in American Studies. The portfolio includes three to five pieces of the student's written work from courses counting toward the minor, as well as a brief, reflective essay explaining what the student has learned about the United States and its promises of democracy, liberty, and equality.

**ANTHROPOLOGY** (*See Sociology*)

**ASTRONOMY** (*See Physics*)

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## BIOLOGICAL SCIENCES

**OFFICE:** Northside Hall 137

**TELEPHONE:** (574) 520-4233

**INTERNET ADDRESS:** [www.iusb.edu/~biol](http://www.iusb.edu/~biol)

**PROFESSOR:** Bushnell (Chairperson)

**ASSOCIATE PROFESSORS:** T. Clark, Grens, Marr, Mecklenburg, Schnabel

**ASSISTANT PROFESSORS:** McLister, Pope, Qian

**LECTURER:** S. Cook

**FACULTY EMERITI:** Chowattukunnel, Duff, Pike, Riemenschneider, Savage, Winicur

**ACADEMIC ADVISOR:** Grens

**HEALTH PROFESSIONS ADVISOR:** Grens

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## ASSOCIATE OF SCIENCE IN BIOLOGICAL SCIENCES

### DEGREE REQUIREMENTS (60 CR.)

Students receiving the Associate of Science in Biological Sciences degree must complete the following campuswide and College of Liberal Arts and Sciences general education requirements.

### GENERAL EDUCATION CURRICULUM

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

#### I. FUNDAMENTAL LITERACIES

##### A. *Writing*

ENG-W 131 Elementary Composition

##### B. *Critical Thinking*

Select from approved course list, page 34

##### C. *Oral Communication*

SPCH-S 121 Public Speaking

##### D. *Visual Literacy*

Select from approved course list, page 35

##### E. *Quantitative Reasoning*

Not required

##### F. *Information Literacy*

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

##### G. *Computer Literacy*

Select from approved course list, page 35

#### II. COMMON CORE COURSES (12 CR.)

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

##### A. *The Natural World*

Not required

**B. Human Behavior and Social Institutions**

Select from approved course list, page 36

**C. Literary and Intellectual Traditions**

Select from approved course list, page 36

**D. Art, Aesthetics, and Creativity**

Select from approved course list, page 36

**ADDITIONAL REQUIREMENTS****World Language**

Two semesters of course work in a single language other than English, or one semester at the 200-level or higher.

**CONCENTRATION REQUIREMENTS****Biological Sciences (24 cr.)**

All biology course work must be completed with a grade of C– or better.

BIOL-L 101 Introduction to Biological Sciences I (5 cr.)

BIOL-L 102 Introduction to Biological Sciences II (5 cr.)

BIOL-L 211 Molecular Biology

BIOL-L 311 Genetics

Select one of the following:

BIOL-L 319 Genetics Laboratory

BIOL-L 323 Molecular Biology Laboratory

Select one of the following:

BIOL-L 308 Organismal Physiology (5 cr.)

BIOL-L 473 Ecology and

BIOL-L 474 Ecology Laboratory (2 cr.)

**Natural Sciences (10 cr.)**

CHEM-C 105 Principles of Chemistry I

CHEM-C 106 Principles of Chemistry II

CHEM-C 125 Experimental Chemistry I (2 cr.)

CHEM-C 126 Experimental Chemistry II (2 cr.)

**Mathematics (3-5 cr.)**

Select one of the following:

MATH-M 119 Brief Survey of Calculus I

MATH-M 215 Analytic Geometry and Calculus I (5 cr.)

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## BACHELOR OF ARTS IN BIOLOGICAL SCIENCES

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

The Bachelor of Arts degree is appropriate for students who are interested in professions that require a general understanding of biological principles or who desire to teach biology at the secondary level. Students planning to major in biological sciences should contact the academic advisor for biological sciences before or during their first semester to develop a plan for their academic course of study.

**DEGREE REQUIREMENTS (122 CR.)**

Students receiving the Bachelor of Arts degree in biological sciences must complete the College of Liberal Arts and Sciences Bachelor of Arts degree general education requirements. In addition, the following concentration requirements must be met; all biology course work must be completed with a grade of C– or higher.

**CORE COURSES (38-40 CR.)****Biological Science**

BIOL-L 101 Introduction to Biological Sciences I (5 cr.)

BIOL-L 102 Introduction to Biological Sciences II (5 cr.)

BIOL-L 211 Molecular Biology

BIOL-L 311 Genetics

BIOL-L 403 Biology Seminar (1 cr.)

**Chemistry**

CHEM-C 105 Principles of Chemistry I

CHEM-C 106 Principles of Chemistry II

CHEM-C 125 Experimental Chemistry I (2 cr.)

CHEM-C 126 Experimental Chemistry II (2 cr.)

CHEM-C 341 Organic Chemistry I Lectures

**Physics**

Select one of the following:

PHYS-P 201 General Physics 1 (5 cr.)

PHYS-P 221 Physics 1 (5 cr.)

**Mathematics**

Select one of the following:

MATH-M 119 Brief Survey of Calculus I

MATH-M 215 Analytic Geometry and Calculus I (5 cr.)

**ELECTIVE COURSES (18 CR.)**

Students must complete at least 18 additional credit hours of elective biological sciences courses. This course work must include at least two laboratory classes, at least one course from the organismal courses area, and at least one course from the cellular courses area.

**Organismal Courses**

BIOL-B 300 Vascular Plants

BIOL-L 304 Marine Biology

BIOL-L 308 Organismal Physiology (5 cr.)

BIOL-L 318 Evolution

BIOL-L 473 Ecology

BIOL-L 474 Ecology Laboratory (2 cr.)

BIOL-Z 373 Entomology

BIOL-Z 383 Laboratory in Entomology (2 cr.)

BIOL-Z 460 Ethology

PHSL-P 262 Human Anatomy and Physiology II (5 cr.)

**Cellular Courses**

BIOL-A 464 Human Tissue Biology (4-5 cr.)

BIOL-L 312 Cell Biology

BIOL-L 317 Developmental Biology

BIOL-L 319 Genetics Laboratory

BIOL-L 323 Molecular Biology Laboratory



BIOL-M 430 Virology Lecture  
 MICR-M 310 Microbiology  
 MICR-M 315 Microbiology Laboratory (2 cr.)

## BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES

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

The Bachelor of Science degree is appropriate for students who are oriented toward graduate school, professional school (medical, dental, pharmacy, optometry, veterinary), or positions that require greater depth in the biological and physical sciences. This degree provides a strong background in the fundamentals of biology and cognate areas and better prepares the student for a career as a professional biologist. Students planning to major in biological sciences should contact the academic advisor in biological sciences before or during their first semester to develop a plan for their academic course of study.

### DEGREE REQUIREMENTS (122 CR.)

Students receiving the Bachelor of Science in Biological Sciences degree must complete the following campuswide and College of Liberal Arts and Sciences general education requirements.

### GENERAL EDUCATION CURRICULUM (33-39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (13-19 CR.)

##### A. Writing

ENG-W 131 Elementary Composition

##### B. Critical Thinking

Select from approved course list, page 34

##### C. Oral Communication

SPCH-S 121 Public Speaking

##### D. Visual Literacy

Select from approved course list, page 35

##### E. Quantitative Reasoning

Requirement met by mathematics core courses

##### F. Information Literacy

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

##### G. Computer Literacy

Select from approved course list, page 35

#### II. COMMON CORE COURSES (12 CR.)

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

##### A. The Natural World

Select from approved course list, page 35

##### B. Human Behavior and Social Institutions

Select from approved course list, page 36

##### C. Literary and Intellectual Traditions

Select from approved course list, page 36

##### D. Art, Aesthetics, and Creativity

Select from approved course list, page 36

### III. CONTEMPORARY SOCIAL VALUES (8 CR.)

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

#### A. Non-Western Cultures

Select from approved course list, page 36

#### B. Diversity in United States Society

Select from approved course list, page 37

#### C. Health and Wellness (2 cr.)

Select from approved course list, page 37

### ADDITIONAL REQUIREMENTS (3-9 CR.)

#### World Language

At least one course at the 200-level or higher

### CORE COURSES (60 CR.)

In addition, the following concentration requirements must be met; all biology course work must be completed with a grade of C- or higher.

#### Biological Sciences

BIOL-L 101 Introduction to Biological Sciences I  
(5 cr.)

BIOL-L 102 Introduction to Biological Sciences II  
(5 cr.)

BIOL-L 211 Molecular Biology

BIOL-L 311 Genetics

BIOL-L 403 Biology Seminar (1 cr.)

#### Chemistry

CHEM-C105 Principles of Chemistry I

CHEM-C106 Principles of Chemistry II

CHEM-C125 Experimental Chemistry I (2 cr.)

CHEM-C126 Experimental Chemistry II (2 cr.)

CHEM-C341 Organic Chemistry I Lectures

CHEM-C342 Organic Chemistry II Lectures

CHEM-C343 Organic Chemistry I Laboratory I (2 cr.)

CHEM-C344 Organic Chemistry II Laboratory (2 cr.)

#### Physics

Select one of the following sequences:

##### SEQUENCE 1

PHYS-P 201 General Physics 1 (5 cr.)

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

##### SEQUENCE 2

PHYS-P 221 Physics 1 (5 cr.)

PHYS-P 222 Physics 2 (5 cr.)

#### Mathematics

MATH-M 215 Analytic Geometry and Calculus I  
(5 cr.)

MATH-M 216 Analytic Geometry and Calculus II  
(5 cr.)

One course in statistics

**ELECTIVE COURSES (23 CR.)**

Students must complete at least 23 additional credit hours of elective biological sciences courses. This course work must include at least three laboratory classes, at least one course from the organismal courses area, and at least one course from the cellular courses area.

**Organismal Courses**

- BIOL-B 300 Vascular Plants
- BIOL-L 304 Marine Biology
- BIOL-L 308 Organismal Physiology (5 cr.)
- BIOL-L 318 Evolution
- BIOL-L 473 Ecology
- BIOL-L 474 Ecology Laboratory (2 cr.)
- BIOL-Z 373 Entomology
- BIOL-Z 383 Laboratory in Entomology (2 cr.)
- BIOL-Z 460 Ethology
- PHSL-P 262 Human Anatomy and Physiology II (5 cr.)

**Cellular Courses**

- BIOL-A 464 Human Tissue Biology (4-5 cr.)
- BIOL-L 312 Cell Biology
- BIOL-L 317 Developmental Biology
- BIOL-L 319 Genetics Laboratory
- BIOL-L 323 Molecular Biology Laboratory
- BIOL-M 430 Virology Lecture
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)

**MINOR IN BIOLOGICAL SCIENCES**

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

**REQUIREMENTS (21 CR.)**

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
  - BIOL-L 102 Introduction to Biological Sciences II (5 cr.)
  - BIOL-L 211 Molecular Biology
- Additional majors courses, including at least one course at the 300- or 400-level, and at least one laboratory course (8 cr.)

**CHEMISTRY**

**OFFICE:** Northside Hall 341  
**TELEPHONE:** (574) 520-4278  
**INTERNET ADDRESS:** [www.iusb.edu/~chem](http://www.iusb.edu/~chem)

**PROFESSOR:** G. Anderson  
**ASSOCIATE PROFESSORS:** Feighery (Chairperson), McMillen  
**ASSISTANT PROFESSORS:** Marmorino, Gift  
**FACULTY EMERITI:** Garber, Huitink, Nazaroff  
**LABORATORY SUPERVISOR:** C. Fox

Chemistry offers the Bachelor of Arts in chemistry, the Bachelor of Science in Chemistry, a special Bachelor of Arts program for premedical and pre dental students, and the Associate of Science in Chemistry. The Bachelor of Science degree is certified by the American Chemical Society. To enter one of these programs, students should have completed a minimum of two years of high school algebra, one-half year of trigonometry, one year each of chemistry and physics, and three or four years of a modern world language. Those who have not completed the suggested high school mathematics are advised to take a semester of precalculus mathematics as soon as possible in preparation for MATH-M 215 Analytic Geometry and Calculus I.

Students who plan to complete a chemistry degree in four years are advised to take the following courses during their freshman year:

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

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- MATH-M 215 Analytic Geometry and Calculus I (5 cr.)
- MATH-M 216 Analytic Geometry and Calculus II (5 cr.)

A person with a chemistry major could work as an industrial chemist; enter a professional school (medical, dental, optometry, veterinary medicine, pharmacy, law) or a medical technology program; enter graduate school in chemistry or in a related field such as anatomy, biochemistry, biophysics, chemical physics, computer science, chemical engineering, medical biophysics, medicinal chemistry, microbiology, pharmacology, physiology, toxicology, or materials science.

**INTRODUCTORY COURSES**

General interest courses offered for students in programs requiring only one semester of chemistry:

- CHEM-N 190 The Natural World
- CHEM-C 120 Chemistry Laboratory (2 cr.)

Courses offered for students required to complete two semesters of chemistry:

- CHEM-C 101 Elementary Chemistry I  
 CHEM-C 102 Elementary Chemistry II  
 CHEM-C 121 Elementary Chemistry Laboratory I  
 (2 cr.)

Courses offered for students needing basic courses that provide the foundation for advanced work in scientific fields:

- CHEM-C 105 Principles of Chemistry I  
 CHEM-C 106 Principles of Chemistry II  
 CHEM-C 125 Experimental Chemistry I (2 cr.)  
 CHEM-C 126 Experimental Chemistry II (2 cr.)

### PLACEMENT EXAMINATION

Students planning to enroll in CHEM-C 101 Elementary Chemistry I or CHEM-C 105 Principles of Chemistry I must place at Level 4 of the mathematics placement examination before registering for the course. This examination is used to determine whether or not a student has the mathematical skills required for CHEM-C 101 and CHEM-C 105.

Information about the mathematics placement examination may be found in the mathematics section of this *Campus Bulletin*.

## ASSOCIATE OF SCIENCE IN CHEMISTRY

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

The degree requires a minimum of 62 credit hours with an average grade of C (2.0) or higher. In addition, students must earn a grade no lower than C in ENG-W 131 Elementary Composition, and they must achieve an average grade of C in courses in the concentration, with no grade in these courses below C-.

### GENERAL EDUCATION CURRICULUM (38-44 CR.)

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

#### I. FUNDAMENTAL LITERACIES (10-16 CR.)

##### A. Writing

- ENG-W 131 Elementary Composition

##### B. Critical Thinking

Select from approved course list, page 34

##### C. Oral Communication

- SPCH-S 121 Public Speaking

##### D. Visual Literacy

Select from approved course list, page 35

##### E. Quantitative Reasoning

Requirement fulfilled by major

##### F. Information Literacy

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

##### G. Computer Literacy

Select from approved course list, page 35

### II. COMMON CORE COURSES (12 CR.)

Complete one course from each of two of the following areas, as designated in the *Schedule of Classes*.

#### A. The Natural World

Select from approved course list, page 35

#### B. Human Behavior and Social Institutions

Select from approved course list, page 36

#### C. Literary and Intellectual Traditions

Select from approved course list, page 36

#### D. Art, Aesthetics, and Creativity

Select from approved course list, page 36

### III. CONTEMPORARY SOCIAL VALUES (8 CR.)

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

#### A. Non-Western Cultures

Select from approved course list, page 36

#### B. Diversity in United States Society

Select from approved course list, page 37

### ADDITIONAL REQUIREMENTS (19 CR.)

#### World Language (6 cr.)

Select two courses in one language

#### Natural Sciences (8 cr.)

Select two courses, including one biological sciences course and a laboratory course in either biological sciences or physics

#### Mathematics (5 cr.)

- MATH-M 215 Analytic Geometry and Calculus I

### CONCENTRATION REQUIREMENTS (20-21 CR.)

- CHEM-C 105 Principles of Chemistry I  
 CHEM-C 106 Principles of Chemistry II  
 CHEM-C 125 Experimental Chemistry I (2 cr.)  
 CHEM-C 126 Experimental Chemistry II (2 cr.)  
 CHEM-C 341 Organic Chemistry I Lectures  
 CHEM-C 342 Organic Chemistry II Lectures  
 CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)  
 Chemistry elective (2-3 cr.)

## BACHELOR OF ARTS IN CHEMISTRY

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

Students earning a Bachelor of Arts in chemistry degree must complete the College of Liberal Arts and Sciences requirements and fulfill the following concentration requirements:

### CONCENTRATION REQUIREMENTS (55 CR.)

- CHEM-C 105 Principles of Chemistry I  
 CHEM-C 106 Principles of Chemistry II  
 CHEM-C 125 Experimental Chemistry I (2 cr.)  
 CHEM-C 126 Experimental Chemistry II (2 cr.)

An additional 25 credit hours in chemistry above the 200-level, which must include:

- CHEM-C 301 Chemistry Seminar I (1 cr.)  
 CHEM-C 310 Analytical Chemistry (4 cr.)  
 CHEM-C 341 Organic Chemistry I Lectures  
 CHEM-C 342 Organic Chemistry II Lectures  
 CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)  
 CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)  
 CHEM-C 361 Physical Chemistry of Bulk Matter

Select one of the following sequences:

**SEQUENCE 1**

- PHYS-P 201 General Physics 1  
 PHYS-P 202 General Physics 2 (5 cr.)

**SEQUENCE 2**

- PHYS-P 221 Physics 1 (5 cr.)  
 PHYS-P 222 Physics 2 (5 cr.) (R)

The following mathematics courses:

- MATH-M 215 Analytic Geometry and Calculus I  
 (5 cr.)  
 MATH-M 216 Analytic Geometry and Calculus II  
 (5 cr.)

## BACHELOR OF SCIENCE IN CHEMISTRY

The Bachelor of Science in Chemistry degree is certified by the American Chemical Society. It is awarded following completion of the campuswide general education requirements, and one world language course at the 200-level.

### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (13-19 CR.)

**A. Writing**

- ENG-W 131 Elementary Composition

**B. Critical Thinking**

Select from approved course list, page 34

**C. Oral Communication**

- SPCH-S 121 Public Speaking

**D. Visual Literacy**

Select from approved course list, page 35

**E. Quantitative Reasoning**

Requirement fulfilled by major

**F. Information Literacy**

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

**G. Computer Literacy**

Select from approved course list, page 35

#### II. COMMON CORE COURSES (12 CR.)

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

**A. The Natural World**

Select from approved course list, page 35

**B. Human Behavior and Social Institutions**

Select from approved course list, page 36

**C. Literary and Intellectual Traditions**

Select from approved course list, page 36

**D. Art, Aesthetics, and Creativity**

Select from approved course list, page 36

#### III. CONTEMPORARY SOCIAL VALUES (8 CR.)

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

**A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

#### ADDITIONAL REQUIREMENTS (9 CR.)

**World Language (9 cr.)**

At least one course at the 200-level or higher

#### CONCENTRATION REQUIREMENTS (74-76 CR.)

**Biology (5 cr.)**

- BIOL-L 102 Introduction to Biological Sciences  
 (5 cr.)

**Chemistry (46 cr.)**

- CHEM-C 105 Principles of Chemistry I  
 CHEM-C 106 Principles of Chemistry II  
 CHEM-C 125 Experimental Chemistry I (2 cr.)  
 CHEM-C 126 Experimental Chemistry II (2 cr.)  
 CHEM-C 301 Chemistry Seminar I (1 cr.)  
 CHEM-C 310 Analytical Chemistry (4 cr.)  
 CHEM-C 335 Inorganic Chemistry Laboratory (1 cr.)  
 CHEM-C 341 Organic Chemistry I Lectures  
 CHEM-C 342 Organic Chemistry II Lectures  
 CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)  
 CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)  
 CHEM-C 361 Physical Chemistry of Bulk Matter  
 CHEM-C 362 Physical Chemistry of Molecules (4 cr.)  
 CHEM-C 410 Principles of Chemical Instrumentation  
 (4 cr.)  
 CHEM-C 430 Inorganic Chemistry  
 CHEM-C 484 Biomolecules and Catabolism  
 Chemistry electives (minimum of 3 cr., 300-400 level)

**Mathematics (13-15 cr.)**

- MATH-M 215 Analytical Geometry and Calculus I  
 (5 cr.)  
 MATH-M 216 Analytical Geometry and Calculus II  
 (5 cr.)

A minimum of 3 credit hours in mathematics at or above the 300-level (except MATH-M 380 History of Mathematics)

**Physics (10 cr.)**

PHYS-P 221 Physics 1 (5 cr.)  
PHYS-P 222 Physics 2 (5 cr.)

**SUGGESTED PROGRAM OF STUDY**

**First Year—First Semester**

CHEM-C 105 Principles of Chemistry I  
CHEM-C 125 Experimental Chemistry I  
MATH-M 215 Analytic Geometry and Calculus  
ENG-W 131 Elementary Composition  
General education course

**First Year—Second Semester**

CHEM-C 106 Principles of Chemistry II  
CHEM-C 126 Experimental Chemistry II  
MATH-M 216 Analytic Geometry and Calculus II  
General education courses (6 cr.)

**Second Year—First Semester**

CHEM-C 341 Organic Chemistry I Lectures  
CHEM-C 343 Organic Chemistry I Laboratory  
PHYS-P 221 Physics I  
Mathematics elective (3-5 cr.)

**Second Year—Second Semester**

CHEM-C 342 Organic Chemistry II Lectures  
CHEM-C 344 Organic Chemistry II Laboratory  
PHYS-P 222 Physics 2  
General education courses (6 cr.)

**Third Year—First Semester**

CHEM-C 310 Analytical Chemistry  
CHEM-C 361 Physical Chemistry of Bulk Matter  
World language  
General education courses (3-6 cr.)

**Third Year—Second Semester**

CHEM-C 410 Principles of Chemical Instrumentation  
CHEM-C 362 Physical Chemistry of Molecules  
BIOL-L 102 Introduction to Biological Sciences II  
World language

**Fourth Year—First Semester**

CHEM-C 484 Biomolecules and Catabolism  
Chemistry elective (1-3 cr.)  
World language  
General education courses/electives (3-6 cr.)

**Fourth Year—Second Semester**

CHEM-C 301 Chemistry Seminar I  
CHEM-C 335 Inorganic Chemistry Laboratory  
CHEM-C 430 Inorganic Chemistry  
Chemistry elective  
General education courses/electives (6 cr.)



**BACHELOR OF SCIENCE IN  
BIOCHEMISTRY**

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

The Bachelor of Science in Biochemistry is designed to meet the criteria of the American Society of Biochemistry and Molecular Biology, and should prepare students well for a variety of careers. The breadth and multidisciplinary nature of the curriculum insures students will have many exciting and challenging career options available to them.

The degree consists of general education and world language requirements and required and elective courses in chemistry, biology, physics, and mathematics.

**GENERAL EDUCATION**

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

**CAMPUSWIDE CURRICULUM (33-39 CR.)**

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

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

**A. Writing**

ENG-W 131 Elementary Composition

**B. Critical Thinking**

Select from approved course list, page 34

**C. Oral Communication**

SPCH-S 121 Public Speaking

**D. Visual Literacy**

Select from approved course list, page 35

**E. Quantitative Reasoning**

Requirement fulfilled by major

**F. Information Literacy**

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

**G. Computer Literacy**

Select from approved course list, page 35

**II. COMMON CORE COURSES (12 CR.)**

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

**A. The Natural World**

Select from approved course list, page 35

**B. Human Behavior and Social Institutions**

Select from approved course list, page 36

**C. Literary and Intellectual Traditions**

Select from approved course list, page 36

**D. Art, Aesthetics, and Creativity**

Select from approved course list, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS (9 CR.)****World Language (9 cr.)**

At least one course at the 200-level or higher

**CONCENTRATION REQUIREMENTS (72-75 CR.)****Biology (11 cr.)**

BIOL-L 102 Introduction to Biological Sciences II (5 cr.)

BIOL-L 211 Molecular Biology

BIOL-L 312 Cell Biology

**Chemistry (32 cr.)**

CHEM-C 105 Principles of Chemistry I

CHEM-C 106 Principles of Chemistry II

CHEM-C 125 Experimental Chemistry I (2 cr.)

CHEM-C 126 Experimental Chemistry II (2 cr.)

CHEM-C 301 Chemistry Seminar 1 (1 cr.)

CHEM-C 341 Organic Chemistry I Lectures

CHEM-C 342 Organic Chemistry II Lectures

CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)

CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)

CHEM-C 361 Physical Chemistry of Bulk Matter

CHEM-C 484 Biomolecules and Catabolism

CHEM-C 485 Biosynthesis and Physiology

CHEM-C 486 Biological Chemistry Laboratory (2 cr.)

**Mathematics (10 cr.)**

MATH-M 215 Analytical Geometry and Calculus I (5 cr.)

MATH-M 216 Analytical Geometry and Calculus II (5 cr.)

**Physics (10 cr.)**

PHYS-P 221 Physics 1 (5 cr.)

PHYS-P 222 Physics 2 (5 cr.)

**ELECTIVES (9 CR., 3 CR. FROM BIOLOGY)****Biology**

BIOL-L 311 Genetics

BIOL-L 317 Developmental Biology

BIOL-L 319 Genetics Laboratory

BIOL-L 323 Molecular Biology Laboratory

BIOL-M 310 Microbiology

BIOL-M 315 Microbiology Laboratory (2 cr.)

BIOL-M 440 Medical Microbiology Lectures

**Chemistry**

CHEM-C 310 Analytical Chemistry (4 cr.)

CHEM-C 362 Physical Chemistry of Molecules (3-4 cr.)

CHEM-C 410 Principles of Chemical Instrumentation (4 cr.)

CHEM-C 430 Inorganic Chemistry

**Mathematics**

MATH-M 301 Linear Algebra and Applications

MATH-M 311 Calculus III (5 cr.)

**Research**

CHEM-C 409 Chemical Research

BIOL-L 490 Individual Study

**SUGGESTED PROGRAM OF STUDY****First Year–First Semester**

CHEM-C 105 Principles of Chemistry I

CHEM-C 125 Experimental Chemistry I (2 cr.)

BIOL-L 101 Introduction to Biological Sciences I

ENG-W 131 Elementary Composition

**First Year–Second Semester**

CHEM-C 106 Principles of Chemistry II

CHEM-C 126 Experimental Chemistry II (2 cr.)

BIOL-L 102 Introduction to Biological Sciences II (5 cr.)

MATH-M 215 Analytical Geometry and Calculus I (5 cr.)

**Second Year–First Semester**

CHEM-C 341 Organic Chemistry I Lectures

CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)

BIOL-L 211 Molecular Biology

MATH-M 216 Analytical Geometry and Calculus II (5 cr.)

General education course

**Second Year–Second Semester**

CHEM-C 342 Organic Chemistry II Lectures  
 CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)  
 BIOL-L 312 Cell Biology  
 Mathematics elective (3-5 cr.)  
 General education course

**Third Year–First Semester**

CHEM-C 484 Biomolecules and Catabolism  
 CHEM-C 486 Biological Chemistry Laboratory (2 cr.)  
 PHYS-P 221 Physics 1 (5 cr.)  
 World language  
 General education course

**Third Year–Second Semester**

CHEM-C 485 Biosynthesis and Physiology  
 PHYS-P 222 Physics 2 (5 cr.)  
 World language  
 General education courses (3-6 cr.)

**Fourth Year–First Semester**

CHEM-C 361 Physical Chemistry of Bulk Matter  
 Biology or chemistry elective  
 World language  
 General education courses (6 cr.)

**Fourth Year–Second Semester**

CHEM-C 301 Chemistry Seminar 1 (1 cr.)  
 General education courses (6-9 cr.)  
 Biology or chemistry electives (3-6 cr.)

### SPECIAL BACHELOR OF ARTS PROGRAM FOR PREMEDICAL AND PRE-DENTAL STUDENTS

Students who are admitted to the Indiana University School of Medicine or School of Dentistry, after completing 90 credit hours in the College of Liberal Arts and Sciences including 32 credit hours in chemistry, may complete the chemistry concentration with BIOC-B 800 Medical Biochemistry or T 530 Cell Biology. Students who need to take the College of Liberal Arts and Sciences electives (not requirements) for graduation may apply credit earned from any medical or dental courses completed in the first year of professional school.

**MINOR IN CHEMISTRY (20 CR.)**

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

A minor in chemistry shall consist of the following courses:

CHEM-C 105 Principles of Chemistry I  
 CHEM-C 106 Principles of Chemistry II  
 CHEM-C 125 Experimental Chemistry I (2 cr.)  
 CHEM-C 126 Experimental Chemistry II (2 cr.)

An additional 10 credit hours above the 200-level.

**MINOR IN BIOCHEMISTRY (16 CR.)**

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

A minor in biochemistry shall consist of the following courses:

BIOL-L 102 Introduction to Biological Sciences II  
 (5 cr.)  
 BIOL-L 211 Molecular Biology  
 CHEM-C484 Biomolecules and Catabolism  
 CHEM-C485 Biosynthesis and Physiology  
 CHEM-C486 Biological Chemistry Laboratory (2 cr.)

*Any course counted toward the biochemistry minor may not also be counted toward the major if the course is within the same department as the major. Students may substitute appropriate science courses for the above if these courses are counted toward the major.*

For chemistry majors, an appropriate course substitution for CHEM-C 484 Biomolecules and Catabolism would include:

BIOL-L 311 Genetics  
 BIOL-L 312 Cell Biology  
 BIOL-L 317 Developmental Biology  
 BIOL-L 319 Genetics Laboratory  
 BIOL-L 323 Molecular Biology Laboratory

For biology majors, appropriate course substitutions for BIOL-L 102 Introduction to Biological Sciences II and BIOL-L 211 Molecular Biology would include:

CHEM-C341 Organic Chemistry I Lectures  
 CHEM-C342 Organic Chemistry II Lectures  
 CHEM-C343 Organic Chemistry I Laboratory (2 cr.)



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## COGNITIVE SCIENCE

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**COORDINATOR:** McLister

**TELEPHONE:** (574) 520-4356

**INTERNET ADDRESS:** [www.iusb.edu/~mind](http://www.iusb.edu/~mind)

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Cognitive Science encompasses the description, modeling, analysis, and general study of cognitive (knowing, perceiving, conceiving) processes. The departments of mathematics, computer science, philosophy, and psychology cooperate to offer a minor in cognitive science. An interdisciplinary committee oversees the minor program. Contact any of the following faculty members for information about the cognitive science program: Grens (biological sciences), McLister (biological sciences), Nair (computer and information sciences), Rodriguez (psychology), Scheessele (computer and information sciences), Schult (psychology), Vrajitoru (computer and information sciences), L. Zynda (philosophy), or the College of Liberal Arts and Sciences.

### MINOR IN COGNITIVE SCIENCE

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

#### REQUIREMENTS (15 CR.)

##### *Cognitive Science (3 cr.)*

COGS-Q 240 Foundations of Cognitive Science (4 cr.)

##### *Computer and Information Sciences*

CSCI-A 201 Introduction to Programming I (4 cr.)<sup>1</sup>

CSCI-C 101 Computer Programming I (4 cr.)

CSCI-C 201 Computer Programming II (4 cr.)

CSCI-C 243 Introduction to Data Structures (4 cr.)

CSCI-C 251 Foundations of Digital Computing

CSCI-C 463 Artificial Intelligence

CSCI-C 490 Seminar in Computer Science (1-3 cr.)\*

##### *Mathematics*

MATH-M 343 Introduction to Differential Equations with Applications I

MATH-M 344 Introduction to Differential Equations with Applications II

MATH-M 365 Introduction to Probability and Statistics

MATH-M 447 Mathematical Models and Applications I

MATH-M 463 Introduction to Probability Theory I

MATH-M 466 Introduction to Mathematical Statistics

##### *Philosophy (3 cr. minimum)*

HPSC-X 100 Human Perspectives on Science\*

HPSC-X 200 Scientific Reasoning

HPSC-X 220 Historical and Philosophical Perspectives on Science\*

HPSC-X 303 Introduction to the Philosophy of Science

PHIL-P 250 Introductory Symbolic Logic

PHIL-P 312 Topics in the Theory of Knowledge

PHIL-P 313 Theories of Knowledge

PHIL-P 320 Philosophy and Language

PHIL-P 360 Introduction to Philosophy of Mind

PHIL-P 383 Topics in Philosophy\*

##### *Psychology (3 cr. minimum)*

PSY-P 325 The Psychology of Learning

PSY-P 326 Behavioral Neuroscience

PSY-P 329 Sensation and Perception

PSY-P 335 Cognitive Psychology

PSY-P 390 Special Topics in Psychology\*

PSY-P 423 Human Neuropsychology

PSY-P 438 Language and Cognition

PSY-P 443 Cognitive Development

PSY-P 495 Supervised Research (1-3 cr.)\*

<sup>1</sup>Computer science majors are not allowed to count CSCI-A 201 Introduction to Programming toward the minor. No student may count both CSCI-A 201 Introduction to Programming and CSCI-C 101 Computer Programming toward the minor.

At least 3 credit hours from each of the areas of computer science or mathematics, philosophy, and psychology, chosen from the courses listed above, must be included in the program, subject to the following exception. Because no course can count toward both a major and a minor, students who major in one of the departments listed above (mathematics, computer science, philosophy, or psychology) may be allowed to count an extra course in one of the other departments toward the cognitive science minor if they need to apply all courses listed above in their major area toward that major. This substitution is subject to the approval of the Cognitive Science Committee.

All minor programs require approval by the Cognitive Science Committee. Courses not listed above may be included with permission of the committee. Such courses are not restricted to the areas of mathematics, computer science, psychology, and philosophy; there may also be appropriate courses from anthropology, linguistics, or neuroscience, among others.



\* Because their content varies, these courses can only count toward the minor when offered with subtitles or topics specifically approved by the committee for the minor.



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## COMPUTER AND INFORMATION SCIENCES

**OFFICE:** Northside Hall 301A

**TELEPHONE:** (574) 520-5521

**INTERNET ADDRESS:** [www.cs.iusb.edu](http://www.cs.iusb.edu)

**ASSOCIATE PROFESSORS:** Hakimzadeh (Chairperson),  
Surma (Associate Chairperson), Wolfer

**ASSISTANT PROFESSORS:** Adaikkalavan, Nair, Scheessele,  
Vrajitoru, Yu, Zhang

**FACULTY EMERITI:** Knight, Russo

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The department offers a Bachelor of Science in Computer Science, an Associate of Science in Computer Science, a Master of Science in Applied Mathematics and Computer Science, minors in Computer Science and Cognitive Science, and certificates in Computer Programming, Advanced Computer Programming, Computer Applications, and Technology for Administration. In collaboration with other departments, Computer Science offers a Bachelor of Science and a minor in Informatics. It also provides support to the Master of Science in Management of Information Technology offered by the School of Business and Economics.

The Bachelor of Science degree program follows the guidelines set out by the Association for Computing Machinery (ACM) and Institute of Electrical and Electronic Engineers (IEEE), the leading professional computing societies. Students in this degree program complete a core curriculum that builds an overall understanding of computers, computing environments, and theoretical issues. The degree prepares students to enter challenging computing careers in the workplace or to embark on postgraduate programs in computing.

The Associate of Science degree program makes up roughly the first half of the Bachelor of Science program. The minor in computer science requires the same computing courses as the associate degree. These programs, as well as the certificate programs, allow students to become skilled programmers, systems analysts, software engineers, and to learn how computers can be used to solve business and scientific problems. Nonmajors are invited to take courses in computer applications and programming and work toward the Certificate in Computer Applications.

The Master of Science in Applied Mathematics and Computer Science is offered jointly with the department of mathematical sciences. Students in the program take advanced courses in both computer science and applied mathematics, with emphasis on real-world problems and applications. A complete description of this program begins on page 201.

The minor in Cognitive Science is offered jointly with the departments of mathematical sciences, philosophy, and psychology. A complete description of this program begins on page 56.

The Bachelor of Science and the minor in Informatics are offered jointly with a number of other departments at IU South Bend. A complete description of this program begins on page 68.

### SCHEDULING OF COMPUTER SCIENCE COURSES

To help students make long-range curriculum plans, the department attempts to offer courses in a predictable fashion. Courses are offered both in the daytime and in the evenings (5:30 p.m. or later.)

Any student who intends to major or minor in computer science or obtain a Certificate in Computing should contact the chairperson of the Department of Computer and Information Sciences as soon as possible to arrange for academic advising.

### PLACEMENT EXAMINATION

Students planning to enroll in CSCI-C 101 Computer Programming I must place at Level 3 of the mathematics placement examination before registering for the course. The examination tests mathematics skills (arithmetic, algebra, and trigonometry) which students entering the computing curriculum are generally expected to have mastered in their precollege studies. Students who place lower than Level 3 on the examination must complete appropriate remedial mathematics courses before enrolling in CSCI-C 101 Computer Programming I.

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## ASSOCIATE OF SCIENCE IN COMPUTER SCIENCE

The degree requires a total of 61 credit hours including the following:

### GENERAL EDUCATION COURSES (19 CR.)

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

#### I. FUNDAMENTAL LITERACIES (10 CR.)

##### A. Writing (3 cr.)

ENG-W 131 Elementary Composition (a grade of C or higher is required)

##### B. Critical Thinking (3 cr.)

Select from approved course list, page 34

#### SELECT ONE OF THE FOLLOWING: (3 CR.)

##### C. Oral Communication

SPCH-S 121 Public Speaking

##### D. Visual Literacy

Select from approved course list, page 35

##### E. Quantitative Reasoning

Not Required

**F. Information Literacy (1 cr.)**

COAS-Q 110 Introduction to Information Literacy (1 cr.)  
(should be taken with ENG-W 131)

**II. COMMON CORE COURSES (6 CR.)**

Complete any two courses from the following four options, as designated in the *Schedule of Classes*.

**A. The Natural World (3 cr.)**

Select from N 190 or N 390 offerings, page 35

**B. Human Behavior and Social Institutions (3 cr.)**

Select from B 190 or B 399 offerings, page 36

**C. Literary and Intellectual Traditions (3 cr.)**

Select from T 190 or T 390 offerings, page 36

**D. Art, Aesthetics, and Creativity (3 cr.)**

Select from A 190 or A 399 offerings, page 36

**III. CONTEMPORARY SOCIAL VALUES (3 CR.)****A. Non-Western Cultures**

Not required

**B. Diversity in United States Society**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS (42 CR.)****World Language (6 cr.)**

Two semesters in a single language, or equivalent, chosen from Chinese, French, German, Japanese, Spanish

**Physical and Life Sciences (8 cr.)**

PHYS-P 303 Digital Electronics (4 cr.) (Includes a recommended laboratory component)

Electives (4 cr.)

Select from astronomy, biology, chemistry, geology, or physics

**Mathematics (3-5 cr.)**

Select one of the following:

MATH-M 208 Technical Calculus I

MATH-M 215 Analytic Geometry and Calculus I  
(5 cr.)

**Computer Science Requirements (20 cr.)**

CSCI-C 101 Computer Programming I (4 cr.)

CSCI-C 151 Multiuser Operating Systems (2 cr.)

CSCI-C 201 Computer Programming II (4 cr.)

CSCI-C 243 Introduction to Data Structures (4 cr.)

Two additional courses in computer science (6 cr.)

(Select courses above the level of CSCI-C 201  
Computer Programming II)

**Electives (3 cr.)**

Select from approved course list

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## BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The degree requires 122 credit hours including the following:

**GENERAL EDUCATION CURRICULUM (33-39 CR.)**

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

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

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

**B. Critical Thinking**

Select from approved course list, page 34

**C. Oral Communication**

SPCH-S 121 Public Speaking

**D. Visual Literacy**

Select from approved course list, page 35

**E. Quantitative Reasoning**

Satisfied by required mathematics courses

**F. Information Literacy**

COAS-Q 110 Introduction to Information Literacy (1 cr.)  
(should be taken with ENG-W 131)

**G. Computer Literacy**

Satisfied by required computer science courses

**II. COMMON CORE COURSES (12 CR.)**

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

**A. The Natural World**

Select from N 190 or N 390 offerings, page 35

**B. Human Behavior and Social Institutions**

Select from B 190 or B 399 offerings, page 36

**C. Literary and Intellectual Traditions**

Select from T 190 or T 390 offerings, page 36

**D. Art, Aesthetics, and Creativity**

Select from A 190 or A 399 offerings, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS (77 CR.)****World Language (6 cr.)**

Two semesters in a single language, or equivalent, chosen from Chinese, French, German, Japanese, Spanish.

**Physical and Life Sciences (13 cr.)**

Courses in at least two different sciences must be taken.

- PHYS-P 303 Digital Electronics (4 cr.)  
Includes a laboratory component. (Required)
- N190 or N390 The Natural World (3 cr.)  
Satisfied by completing the Common Core requirement
- Electives (6 cr.)  
Select from astronomy, biology, chemistry, geology, or physics

**Mathematics (14 cr.)**

A grade of C or higher in each course is required.

- Select one of the following:
  - MATH-M 208 Technical Calculus I
  - MATH-M 215 Analytic Geometry and Calculus I (5 cr.)
- Select one of the following:
  - MATH-M 209 Technical Calculus II
  - MATH-M 216 Analytic Geometry and Calculus II (5 cr.)
- MATH-M 260 Combinatorial Counting and Probability (2 cr.)
- MATH-M 261 Statistical Inferences (2 cr.)
- MATH-M 301 Applied Linear Algebra (3 cr.)

**Computer Science (44 cr.)**

A grade of C- or higher in each course is required. At least 22 of the 44 credit hours must be taken at IU South Bend.

- CSCI-C 101 Computer Programming I (4 cr.)  
Test out is available
- CSCI-C 151 Multi-user Operating Systems (2 cr.)  
Test out is available
- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 243 Elementary Data Structures (4 cr.)
- CSCI-C 251 Foundations of Digital Computing
- CSCI-C 308 System Analysis and Design (4 cr.)
- CSCI-C 311 Organization of Programming Languages
- CSCI-C 335 Computer Structures (4 cr.)
- CSCI-C 435 Operating Systems and Computer Architecture (4 cr.)
- CSCI-C 455 Analysis of Algorithms

**Electives (9 cr.)**

Three additional computer science courses at or above the 300-level. Possible choices for these three courses include the following:

- CSCI-B 424 Parallel and Distributed Programming
- CSCI-B 438 Computer Networks
- CSCI-C 442 Database Systems
- CSCI-C 463 Artificial Intelligence
- CSCI-C 481 Interactive Computer Graphics
- CSCI-C 490 Seminar in Computer Science (1-3 cr.)

(Seminar topics such as computer security, biomorphic computing, computer vision, or advanced Java)

- CSCI-Y 398 Internship–Professional Practice
- MATH-M 471 Numerical Analysis I

**General Electives (approximately 12-15 cr.)****MINOR IN COMPUTER APPLICATIONS**

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

The minor consists of 15 credit hours (five courses) and provides the student with the knowledge and understanding of computer hardware and software components and how they operate, use of common office automation and productivity software, introduction to operating systems, introduction to event driven programming and graphical user interfaces, introduction to Web-based programming, introduction to computer networks and the client/server computing model.

At least 10 of the 15 credit hours must be taken at IU South Bend. The student must complete the following courses with a grade of C or better.

**Requirements (15 cr.)**

- CSCI-A 107 Programming Within Applications (4 cr.)
- CSCI-A 150 Introduction to Operating Systems (1 cr.)
- CSCI-A 201 Introduction to Programming (4 cr.)
- CSCI-A 338 Network Technologies and Systems Administration
- CSCI-A 340 Introduction to Web Programming

The goal of this minor is to provide the necessary technical expertise to those student who are preparing themselves for the new knowledge economy. Potential students who benefit from this minor may be found in many disciplines, including health care, science and engineering, government, business, and education.

**MINOR IN COMPUTER SCIENCE**

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

This requires 20 credit hours of computer science consisting of six required courses, including two computer science courses above the level of CSCI-C 201 Computer Programming II. A grade of C- or higher in each course is required. At least 12 of the 20 credits must be taken at IU South Bend.

**Requirements (14 cr.)**

- CSCI-C 101 Computer Programming I (4 cr.)  
(Test out is available)
- CSCI-C 151 Multiuser Operating Systems (2 cr.)  
(Test out is available)
- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 243 Introduction to Data Structures (4 cr.)

**Electives (6 cr.)**

- CSCI-B 424 Parallel and Distributed Programming
- CSCI-B 438 Computer Networks
- CSCI-C 251 Foundations of Digital Computing
- CSCI-C 308 System Analysis and Design (4 cr.)
- CSCI-C 311 Organization of Programming Languages
- CSCI-C 335 Computer Structures (4 cr.)

- CSCI-C 435 Operating Systems (4 cr.)
- CSCI-C 442 Database Systems
- CSCI-C 455 Analysis of Algorithms
- CSCI-C 463 Artificial Intelligence
- CSCI-C 481 Interactive Computer Graphics
- CSCI-C 490 Seminar in Computer Science (1-3 cr.)  
(Special topics such as computer security,  
biomorphic computing, computer vision,  
or advanced Java)

### **CERTIFICATE IN ADVANCED COMPUTER PROGRAMMING**

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

The certificate consists of 25 credit hours. Complete the following seven courses with a grade of C or higher; at least six of these courses must be taken at IU South Bend.

- CSCI-C 101 Computer Programming I (4 cr.)
- CSCI-C 151 Multiuser Operating Systems (2 cr.)
- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 243 Introduction to Data Structures (4 cr.)
- CSCI-C 308 System Analysis and Design (4 cr.)
- CSCI-C 335 Computer Structures (4 cr.)

Two additional computer science courses at or above the level of CSCI-C 201

In addition, the student must take and pass ENG-W 130 Principles of Composition with a grade of C or higher, or else must score at a level that would permit them to take ENG-W 131 Elementary Composition on the IU South Bend English placement examination. A student who has earned the Certificate in Computer Programming may afterwards take the remaining courses required to earn the Certificate in Advanced Computer Programming.

### **CERTIFICATE IN COMPUTER APPLICATIONS (18 CR.)**

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

The student must complete the following courses at IU South Bend with a grade of C or higher.

- CSCI-A 106 Introduction to Computing
- CSCI-A 107 Programming within Applications (4 cr.)
- CSCI-A 150 Introduction to Operating Systems (1 cr.)
- CSCI-A 201 Introduction to Programming (4 cr.)
- CSCI-A 338 Network Technologies and Systems  
Administration
- CSCI-A 340 Introduction to Web Programming

In addition, the student may be required to take additional courses to remedy deficiencies in their background.

### **CERTIFICATE IN COMPUTER PROGRAMMING (14 CR.)**

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

The student must complete the following courses at IU South Bend with a grade of C or higher.

- CSCI-C 101 Computer Programming I (4 cr.)
- CSCI-C 151 Multiuser Operating Systems (2 cr.)

- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 243 Introduction to Data Structures (4 cr.)

In addition, the student must take and pass ENG-W 130 Principles of Composition with a grade of C or higher, or else must score at a level that would permit them to take ENG-W 131 Elementary Composition on the IU South Bend English placement examination.

### **CERTIFICATE IN TECHNOLOGY FOR ADMINISTRATION (14 CR.)**

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

The student must complete the following courses at IU South Bend with a grade of B or higher.

- BUSB-K 506 Web Site Development Techniques
- CSCI-A 505 Object-Oriented Programming (4 cr.)
- CSCI-A 510 Database Management Systems
- CSCI-A 515 Telecommunications (4 cr.)

In addition, students may be required to take additional courses to remedy deficiencies in their background.

## **ECONOMICS**

**OFFICE:** Wiekamp Hall 3300

**TELEPHONE:** (574) 520-4143

**INTERNET ADDRESS:** [www.iusb.edu/~sbecon](http://www.iusb.edu/~sbecon)

**PROFESSORS:** D. Agbetsiafa, Herschede (Chairperson)

**ASSISTANT PROFESSORS:** Black, David

**FACULTY EMERITI:** Bartholomew, Harriman, Joray,  
Kochanowski, Peck

Whether a student takes only one course or an entire degree program, the study of economics can provide many benefits. Among these are an understanding of economic reality through the use of the economist's analytical tools and developing more effective voters who can decide more confidently the policy questions confronting governments. Economics is a science in its own right, and basic knowledge of economics is a prerequisite for many courses in business and allied fields.

Many jobs are available to economists. Business and government job descriptions increasingly specify economics preparation. Whatever one's career interests, economics now plays a major role in dealing with the modern world.

## **ASSOCIATE OF ARTS WITH A CONCENTRATION IN ECONOMICS**

Students are required to fulfill the general education requirements specified on pages 40-41 in this *Campus Bulletin*.

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

**Concentration Requirements (15 cr.)**

- ECON-E 103 Introduction to Microeconomics  
 ECON-E 104 Introduction to Macroeconomics  
 ECON-E 270 Introduction to Statistical Theory in  
 Economics and Business  
 Additional credit hours in economics at or above the  
 300-level (6 cr.)

## BACHELOR OF SCIENCE IN ECONOMICS

See School of Business and Economics section of this *Campus Bulletin* for a description of this major.

## BACHELOR OF ARTS IN ECONOMICS (122 CR.)

Students are required to fulfill the general education requirements specified on pages 43-44 in this *Campus Bulletin*.

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

**Requirements (28 cr.)**

- ECON-E 103 Introduction to Microeconomics  
 ECON-E 104 Introduction to Macroeconomics  
 ECON-E 270 Introduction to Statistical Theory in  
 Economics and Business  
 ECON-E 321 Intermediate Microeconomic Theory  
 ECON-E 322 Intermediate Macroeconomic Theory  
 ECON-E 490 Advanced Undergraduate Seminar in  
 Economics (4 cr.)  
 Additional 300- and 400-level economics courses (9 cr.)  
 MATH-M 118 Finite Mathematics (or equivalent)  
 MATH-M 119 Brief Survey of Calculus I  
 (or equivalent)

Students wishing to prepare for professional work in economics should also take:

- BUS-A 201 Introduction to Financial Accounting  
 BUS-A 202 Introduction to Managerial Accounting  
 Additional mathematics courses

**SUGGESTED PROGRAM OF STUDY**

See the School of Business and Economics section for information on the Bachelor of Science in Economics program. Economics elective requirements include 9 credit hours of 300- or 400-level courses. In addition, enough economics electives must be taken to total a minimum of 28 credit hours for the Bachelor of Arts degree.

**First Year**

- ECON-E 103 Introduction to Microeconomics  
 ECON-E 104 Introduction to Macroeconomics  
 ENG-W 131 Elementary Composition  
 MATH-M 118 Finite Mathematics  
 MATH-M 119 Brief Survey of Calculus I  
 World language (6 cr.)  
 General education or electives (6 cr.)

**Second Year**

- ECON-E 270 Introduction to Statistical Theory in  
 Economics and Business  
 World language (6 cr.)  
 General education or electives (21 cr.)

**Third Year**

- ECON-E 321 Intermediate Microeconomic Theory  
 ECON-E 322 Intermediate Macroeconomic Theory  
 Economics elective 300- or 400-level (6 cr.)  
 General education or electives (22 cr.)

**Fourth Year**

- ECON-E 490 Advanced Undergraduate Seminar in  
 Economics (4 cr.)  
 Economics elective 300- or 400-level (3 cr.)  
 General education or electives (21 cr.)

## MINOR IN ECONOMICS (15 CR.)

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

All students who wish to earn a minor in economics are expected to complete the following requirements:

- Register intent with the College of Liberal Arts and Sciences
- Meet with an economics advisor prior to each semester's registration
- Earn a minimum grade of C in all economics courses that count toward the minor
- Complete the following courses:  
 ECON-E 103 Introduction to Microeconomics  
 ECON-E 104 Introduction to Macroeconomics  
 ECON-E 321 Intermediate Microeconomic Theory  
 ECON-E 322 Intermediate Macroeconomic Theory  
 One additional economics course at the 300- or 400-level (excluding ECON-E 315 Collective Bargaining, Practices, and Problems)

## ENGLISH

**OFFICE:** Wiekamp Hall 3127

**TELEPHONE:** (574) 520-4304

**INTERNET ADDRESS:** [www.iusb.edu/~sbeng](http://www.iusb.edu/~sbeng)

**PROFESSORS:** Bender, Scanlan (Chairperson), Shillingsburg  
**ASSOCIATE PROFESSORS:** J. Blodgett, Brittenham, Chaney,  
 Gindele, K. A. Smith

**ASSISTANT PROFESSORS:** Kahan, K. Parker, Roth  
**LECTURERS:** Botkin, Bridger, J. Collins, Cubelic, Hittle,  
 Huettl, Magnan-Park, Moore-Whitesell,  
 Smits, Troeger, Wolford

**FACULTY EMERITI:** Clipper, Harrington, Lyons,  
 Robinson, Sherwood, Vander Ven, Wolfson

English courses teach students to analyze and interpret texts, think critically, and write for diverse audiences. Courses invite students to participate in a rich cultural conversation that ranges from ancient epics to contemporary film.

## CERTIFICATE IN PROFESSIONAL WRITING

The goal of the certificate program is to produce highly skilled professional writers who are valued for their skills throughout their professional lives. The high academic standards of the program are established in recognition of the fact that good writing is difficult to produce. The program requires students to advance beyond mere competence and strives to enable them to perform well in professional settings, where the ability to plan and execute work independently is sometimes crucial.

### TOTAL HOURS REQUIRED

Completion of the certificate program requires 18 credit hours of course work from the following list of approved courses.

**NOTE: STUDENTS HAVE THE OPTION OF COUNTING ONE 3 CREDIT HOUR PRACTICUM/INTERNSHIP IN FULFILLMENT OF THEIR 18 CREDIT HOURS OF COURSE WORK.**

### COURSE REQUIREMENTS

The courses below are offered on a regular basis. Additional courses may be developed for the program over time.

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

Students may count as many of these courses as they wish:

- ENG-W 231 Professional Writing Skills
- ENG-W 232 Introduction to Business Writing
- ENG-W 234 Technical Report Writing
- ENG-W 250 Writing in Context (variable topics)
- ENG-W 315 Writing for the Web
- ENG-W 350 Advanced Expository Writing
- ENG-W 495 Independent Study
- ENG-W 553 Theory and Practice of Exposition

Students may count up to two of the following courses:

- JOUR-J 200 Reporting, Writing, and Editing
- JOUR-J 341 Newspaper Reporting
- JOUR-J 401 Depth Reporting and Editing
- TEL-T 211 Writing for the Electronic Media

Students may count one of the following courses:

- ENG-W 203 Creative Writing
- ENG-W 260 Film Criticism
- ENG-W 270 Argumentative Writing
- ENG-W 301 Writing Fiction
- ENG-W 302 Screenwriting
- ENG-W 303 Writing Poetry
- ENG-W 401 Advanced Fiction Writing
- ENG-W 511 Writing Fiction (4 cr.)
- ENG-W 513 Writing Poetry (4 cr.)
- TEL-T 331 Scriptwriting

Students must complete the following course:

- ENG-W 490 Writing Seminar

### PRACTICUM/INTERNSHIP OPTION

Students may, with permission of the Writing Certificate Committee, enroll in one supervised writing internship (ENG-W 398 Internship in Writing) or practicum after they

have completed at least 12 of their 18 hours of course work in the program. Approval of an internship or practicum is based on the strength of the proposal and the value of the proposed work experience.

### APPROVAL OF SUBSTITUTE COURSES

Certificate students may petition (only once, and in advance) to have an unlisted second-level writing course from another department applied to their certificate.

### ACADEMIC STANDARDS

A candidate for the certificate must earn a grade of B or higher in any course for which he or she seeks credit within the certificate program.

### MEANS OF ENROLLMENT IN THE PROGRAM

At the time of enrollment in the certificate program, each candidate for the certificate must submit to the Writing Certificate Committee a brief formal declaration of intention, including a statement of professional goals and an explanation of how the certificate program aids in the achievement of those goals.

### ENROLLMENT ELIGIBILITY

#### *For Undergraduate Students*

A grade of B or higher in ENG-W 131 Elementary Composition or in any IU South Bend course approved for the certificate is the prerequisite for enrolling in the program. Because the Certificate in Professional Writing is a directed program and not merely a collection of writing courses, candidates for the program must officially enroll and be assigned an advisor prior to receiving credit for any course beyond the first 6 credit hours that are eligible to be counted toward completion of the certificate. A student may initiate an appeal of this rule by submitting a portfolio of writing from the previous courses he or she wishes to have counted toward the certificate, along with a cover letter in which the student makes a persuasive case for the coherence of his or her previous course work in the context of specific career or educational goals.

#### *For Returning IU South Bend Graduates*

Returning IU South Bend graduates seeking to enroll in the certificate program must submit to the Writing Certificate Committee a brief formal declaration of intention, including a statement of professional goals and an explanation of how the certificate program aids in the achievement of those goals, no later than the end of the second week of classes in the semester or session in which the student is taking his or her first class in the program.

Returning IU South Bend graduates may petition to have up to 6 credit hours of prior eligible course work at IU South Bend (for which they received a grade of B or higher) counted toward the certificate if the course work in question was completed no more than two (calendar) years prior to the date of enrollment in the certificate program. Enrollment may be granted to such students when the declaration of

intention is accompanied by a successful petition. Any returning IU South Bend graduate may count 3 credit hours of prior eligible course work at IU South Bend (at a grade of B or higher) toward completion of the certificate, but enrollment is considered probationary until the student has successfully completed 6 credit hours within the program.

#### **For Other Graduate Students**

Students who have at least a bachelor's degree from another accredited university may enroll in the certificate program on a probationary basis. To qualify for probationary enrollment, the candidate must submit to the Writing Certificate Committee a brief formal declaration of intention, including a statement of professional goals and an explanation of how the certificate program aids in the achievement of those goals. Enrollment is considered probationary until the student has successfully completed 6 credit hours within the program.

**NOTE: MATH-M 14 BASIC ALGEBRA IS A PREREQUISITE FOR ALL CERTIFICATE PROGRAMS IN LIBERAL ARTS AND SCIENCES AT IU SOUTH BEND.**

#### **TRANSFER CREDITS**

Students may, with committee approval, transfer one course of no more than 4 credit hours from another university. They must supply the committee with copies of the course syllabus and their papers written for the course. Such course credit may not serve as the prerequisite for enrollment in the program.

## **ASSOCIATE OF ARTS WITH A CONCENTRATION IN ENGLISH**

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

Students should choose to emphasize either literature or writing and must meet the course requirements listed below for that emphasis.

#### **Emphasis in Literature (15 cr.)**

ENG-L 202 Literary Interpretation

Select one of the following:

ENG-E 301 Literatures in English to 1600

ENG-E 302 Literatures in English 1600–1800

ENG-E 303 Literatures in English 1800–1900

ENG-E 304 Literatures in English 1900–Present

One additional 300-level course in British or Continental literature

One additional 300-level course in American literature

One course in the following areas:

English Language

Expository Writing

Creative Writing

#### **Emphasis in Writing (15 cr.)**

Select two of the following:

ENG-E 301 Literatures in English to 1600

ENG-E 302 Literatures in English 1600–1800

ENG-E 303 Literatures in English 1800–1900

ENG-E 304 Literatures in English 1900–Present

ENG-L 202 Literary Interpretation

ENG-L 203 Introduction to Drama

ENG-L 204 Introduction to Fiction

ENG-L 205 Introduction to Poetry

Three courses in the following areas, two of which must be above the 300-level, excluding ENG-W 131 (9 cr.)

Editing

Expository Writing

Fiction

Journalism

Poetry

Scriptwriting

## **BACHELOR OF ARTS IN ENGLISH**

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

The English major prepares students for a variety of careers that demand expertise in analyzing texts, thinking critically, and writing for a diverse audience. These include, among others, print and electronic journalism, teaching, law, public relations, marketing, technical writing, librarianship, and information management.

#### **PROGRAM PLANNING**

Each student who enters the English major program shall, in cooperation with a permanently assigned English advisor, develop and maintain a portfolio to represent the variety, quality, and progress of the student's performance in the major. Each advisor maintains a permanent record of each student's writing and other relevant information on the student's progress in the major, and meets with the student in conference at least twice each academic year (at least once each semester). The student is responsible for scheduling and attending portfolio conferences.

Students earning the Bachelor of Arts in English degree must complete the university-wide general education requirements, the College of Liberal Arts and Sciences requirements, and fulfill the following concentration requirements:

#### **TOTAL HOURS REQUIRED**

Complete 30 credit hours above the 100-level. Most majors take more than 30 credit hours.

#### **Course Requirements (18 cr.)**

All majors choose a concentration in literature or in writing, and take six required courses:

ENG-L 202 Literary Interpretation

ENG-L 222 Introduction to Literary Criticism

Select three of the following:

ENG-E 301 Literatures in English to 1600

ENG-E 302 Literatures in English 1600–1800

ENG-E 303 Literatures in English 1800–1900

ENG-E 304 Literatures in English 1900–Present

Select one of the following:

- ENG-L 450 Seminar: British and American Authors
- ENG-L 460 Seminar: Literary Form, Mode, and Theme

The senior seminar shall not be taken until all or almost all other major courses have been completed

### **Course Electives (12 cr.)**

In consultation with the advisor, the English major should plan the elective courses with consideration for possible career choices or graduate study.

### **Concentration Requirements (18 cr.)**

Literature—additional 9 cr. minimum, at the 300-level and above

Writing—additional 9 cr. minimum, 6 cr. shall be 300-level and above

The following journalism courses are offered by communication arts in the Raclin School of the Arts, and can count toward an English major. See communication arts under Raclin School of the Arts for these offerings.

JOUR-J 200 Reporting, Writing, and Editing

JOUR-J 341 Newspaper Reporting

The department recommends that students who plan to continue in a graduate program take several hours of world language, because master's and doctoral programs in English, as well as in many other areas, commonly require one or two world languages.

## **MINOR IN ENGLISH**

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

Students should choose to concentrate in literature or in writing, and meet the course requirements listed below:

### **CONCENTRATION IN LITERATURE (15 CR.)**

ENG-L 202 Literary Interpretation

Select two of the following:

- ENG-E 301 Literatures in English to 1600
- ENG-E 302 Literatures in English 1600–1800
- ENG-E 303 Literatures in English 1800–1900
- ENG-E 304 Literatures in English 1900–Present
- ENG-L 222 Introduction to Literary Criticism

Two additional courses in literature, 300-level and above

### **CONCENTRATION IN WRITING (15 CR.)**

ENG-L 202 Literary Interpretation

Select two of the following:

- ENG-E 301 Literatures in English to 1600
- ENG-E 302 Literatures in English 1600–1800
- ENG-E 303 Literatures in English 1800–1900
- ENG-E 304 Literatures in English 1900–Present
- ENG-L 222 Introduction to Literary Criticism

Two electives in writing, one of which shall be 300-level and above

## **ENGLISH PLACEMENT**

Students entering IU South Bend with a verbal SAT score of 590 or above place automatically into ENG-W 131 Elementary Composition. Some students, on the basis of their high school record or performance on the reading placement examination may place into ENG-W 31 Pre-Composition. All other students place automatically into ENG-W 130 Principles of Composition. All students, however, may challenge their placement by taking the English placement examination. During the examination period, they have one hour to compose an essay on one of two topics provided. Their score on the examination determines which first-year writing class the student is placed into: a score of 2 places them in ENG-W 31 Pre-Composition, a score of 3 places them in ENG-W 130 Principles of Composition, and a score of 4 places them in ENG-W 131 Elementary Composition.

## **ENGLISH AS A SECOND LANGUAGE**

**DIRECTOR:** Magnan-Park

**OFFICE:** Wickamp Hall 3159

**TELEPHONE:** (574) 520-4559

**INTERNET ADDRESS:** [www.iusb.edu/~sbeng/esl.shtml](http://www.iusb.edu/~sbeng/esl.shtml)

Students whose native language is not English may be placed into the English as a Second Language (ESL) program for additional support.

Placement examinations are available for nonnative speakers of English through the ESL program. ESL placement examinations include an oral and a written examination and determine whether students are linguistically prepared for university study. Students are placed into ESL support course(s) if they need further instruction. Students who are ready to enter a degree program may be exempt from additional instruction.

The ESL program offers the following composition courses for nonnative speakers:

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

The ESL ENG-W 31 and ESL ENG-W 130 courses (above) offer instruction to students who need to develop the composition skills necessary for ENG-W 131 Elementary Composition, required for all IU South Bend degrees. Finally, a research-oriented graduate-level ESL composition course, similar to the undergraduate ENG-W 131 Elementary Composition course, is available as ENG-G 13 Reading and Writing for Academic Purposes in the general course list (ENG).

Nonnative speakers may also be placed into the following language support classes:

- ENG-G 20 Communication Skills for Graduate Students
- LING-L 100 English Language Improvement (4 cr.)



See the general course listing in this *Campus Bulletin* for complete course descriptions.

For further information about the ESL program, contact the program director.

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## EUROPEAN STUDIES

**COORDINATORS:** Karakatsanis and Zwicker

**TELEPHONE:** (574) 520-4861 or 520-4231

**INTERNET ADDRESS:**

<http://www.iusb.edu/~sbintl/curriculum.shtml>

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This interdisciplinary minor provides IU South Bend students who are interested in Europe and European languages with an opportunity to focus their studies and to earn formal degree recognition for their interests. It combines the social sciences, humanities and arts to create an interdisciplinary approach to help students better understand Europe. Evidence of such focused international study is increasingly sought after by employers and graduate and professional schools.

The minor consists of 15 credit hours in at least three different disciplines, including two core courses, a study abroad/or independent study project, and at least second year competency in a European language, other than English.

### I. CORE COURSES

Students must select at least one course from each group.

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

#### ***Pre-Twentieth Century Europe***

- ENG-L 101 Western World Masterpieces I
- HIST-H 113 Western Culture I
- HIST-H 114 Western Culture II
- HIST-H 205 Ancient Civilization
- HIST-H 206 Medieval Civilization
- MUS-M 403 History of Music I
- Study Abroad: Becoming Modern, 1666-1870 (London and Paris)

#### ***Twentieth-Century Europe***

- ENG-L 102 Western World Masterpieces II
- HIST-B 361 Europe in Twentieth Century I
- HIST-B 362 Europe in Twentieth Century II
- POLS-Y 335 West European Politics
- POLS-Y 350 European Integration

#### ***Study Abroad***

- POLS-Y 488 Study Abroad in Political Science (The European Union)

### II. ELECTIVES IN EUROPEAN STUDIES (6 CR.)

Six credit hours from the following elective courses in European studies. Language courses beyond the 102 level (for non-CLAS majors) and the 204 level (for CLAS majors) may also be included as elective courses.

#### ***English***

- ENG-L 101 Western World Masterpieces I
- ENG-L 102 Western World Masterpieces II
- ENG-L 220 Introduction to Shakespeare
- ENG-L 305 Chaucer
- ENG-L 313 Early Plays of Shakespeare
- ENG-L 314 Late Plays of Shakespeare: Tragedy and Romance
- ENG-L 327 Later Eighteenth Century Literature
- ENG-L 329 Romantic Literature
- ENG-L 335 Victorian Literature
- ENG-L 347 British Fiction to 1800
- ENG-L 348 Nineteenth Century British Fiction
- ENG-L 388 Studies in Irish Literature and Culture

#### ***Fine Arts***

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art
- FINA-A 320 Art of Medieval World
- FINA-A 332 Sixteenth and Seventeenth Art in Italy
- FINA-A 341 Nineteenth Century European Art
- FINA-A 399 Art, Aesthetics, and Creativity

#### ***History***

- HIST-B 260 Women, Men, and Society in Modern Europe
- HIST-B 342 Women in Medieval Society
- HIST-B 352 Western Europe in the High and Later Middle Ages
- HIST-B 356 French Revolution and Napoleon
- HIST-B 359 Europe from Napoleon to First World War I
- HIST-B 360 Europe from Napoleon to First World War II
- HIST-B 361 Europe in the Twentieth Century I
- HIST-B 362 Europe in the Twentieth Century II
- HIST-C 386 Greek History
- HIST-C 388 Roman History
- HIST-D 310 Russian Revolutions and the Soviet Regime
- HIST-H 113 Western Culture I
- HIST-H 114 Western Culture II
- HIST-H 201 History of Russia I
- HIST-H 202 History of Russia II
- HIST-H 205 Ancient Civilization
- HIST-H 206 Medieval Civilization
- HIST-H 219 Origins and History of WWII
- HIST-H 226 Origins and History of The Cold War
- HIST-T 190 Literary and Intellectual Traditions  
VT: Gender and Biography
- HIST-T 190 Literary and Intellectual Traditions  
VT: Christians, Muslims, Jews in Medieval Spain

#### ***Music***

- MUS-M 201 The Literature of Music I
- MUS-M 403 History of Music I

#### ***Philosophy***

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

- PHIL-P 304 Nineteenth Century Philosophy  
 PHIL-P 340 Classics in Ethics  
 PHIL-P 344 Classics in Social and Political  
 Philosophy  
 PHIL-T 190 Literary and Intellectual Traditions  
 VT: Existentialism  
 PHIL-T 190 Literary and Intellectual Traditions  
 VT: Heroes, Saints, and Sinners

**Political Science**

- POLS-Y 335 West European Politics  
 POLS-Y 350 European Integration

**Religion**

- REL-R 152 Religions of the West  
 REL-R 220 Introduction to New Testament

**Theatre**

- THTR-T 470 History of the Theater I  
 THTR-T 471 History of the Theater II

**World Language**

- FREN-F 305 Masterpieces of French Literature 1  
 FREN-F 306 Masterpieces of French Literature 2  
 FREN-F 363 Introduction à la France Moderne  
 FREN-F 391 Studies in French Film  
 FREN-F 480 French Conversation  
 GER-G 305 Masterpieces of German Literature:  
 Classical and Romantic Periods  
 GER-G 363 Deutsche Kulturgeschichte  
 GER-G 370 Introduction to German Film: From  
 Berlin to Hollywood  
 SPAN-S 275 Hispanic Culture and Conversation  
 SPAN-S 305 Masterpieces of Spanish Literature 1  
 SPAN-S 306 Masterpieces of Spanish Literature 2  
 SPAN-S 411 Spanish Culture and Civilization

**III. STUDY ABROAD IN EUROPE OR INDEPENDENT STUDIES PROJECT (3 CR.)**

Since the European Studies minor is a university-wide venture, it is administered by the Office of International Programs. Interested students should contact the director of international programs, who can direct students to a member of the European Studies faculty for advising.

**FILM STUDIES**

**COORDINATOR:** Roth  
**TELEPHONE:** (574) 520-4224  
**INTERNET ADDRESS:** [www.iusb.edu/~iusbfilm](http://www.iusb.edu/~iusbfilm)

Film Studies is an interdisciplinary program administered by the Film Studies Committee that emphasizes film as one of the humanities and examines the substantive and scholarly aspects of film (film form, theory, criticism, aesthetics, and history). For additional information about Film Studies or to be advised in this area, contact one of the following faculty members: Barrau, Fong-Morgan, Nashel, Pope, Roth,

Walker, Zechowski, Zynda, or contact the College of Liberal Arts and Sciences.

**ASSOCIATE OF ARTS WITH A  
 CONCENTRATION IN FILM STUDIES  
 AND LIBERAL ARTS AND SCIENCES  
 MINOR IN FILM STUDIES**

*(All courses are 3 cr. hours, unless otherwise designated. These courses may require additional time for viewing films.)*

**Concentration Requirements (15 cr.)**

Select five of the following courses, or other courses, as designated in the *Schedule of Classes*. The minor or associate degree may include up to 6 credit hours at the 100-level. In addition, students seeking to apply a course with a more comprehensive theme to the minor should be able to show that a major portion of their work, such as a term paper or similar assignment, dealt directly with a film studies topic. The Film Studies Committee reviews applications for substitutions.

- CMLT-C 190 An Introduction to Film  
 CMLT-C 290 Survey of United States Film History  
 CMLT-C 310 Film Adaptations  
 ENG-W 250 Writing in Context: Women in United States Films  
 ENG-W 260 Film Criticism  
 ENG-W 302 Screenwriting  
 GER-G 370 Introduction to German Film: From Berlin to Hollywood  
 HIST-H 225 Special Topics in History: American History through Film  
 SPAN-S 411 Spanish Culture and Civilization

**GEOGRAPHY**

**COORDINATOR:** Popescu  
**TELEPHONE:** (574) 520-4147

Geography courses focus on the spatial arrangement of physical phenomena, people, and their institutions in our world. At IU South Bend most of the courses are concerned with locational patterns of people, their activities, and how and why those patterns develop. A major in geography currently requires residence in Bloomington. See Indiana University Bloomington, *College of Arts and Sciences Bulletin*, for requirements.

Geography courses meet requirements in most of the academic programs. Check with your academic program to determine the specific requirements that are fulfilled by geography courses.

**GEOLOGY** *(See Physics and Astronomy)*

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## GERONTOLOGY

**COORDINATOR:** McIntosh

**TELEPHONE:** (574) 520-4343

Gerontology, the study of aging and the elderly, is not a separate department but is an interdisciplinary program in which students may complete a minor. The minor is administered by an interdisciplinary Gerontology Committee comprised of faculty members with teaching, research, service, and other interests in the field of aging.

The objectives of the gerontology minor are to promote a better understanding of the aging process, a greater awareness of major issues regarding aging, and an increased insight into the problems of older adults. This minor is especially appropriate for students interested in working with older persons or pursuing graduate degrees in gerontology and related fields. For information about the gerontology program, contact the program coordinator.

### MINOR IN GERONTOLOGY

Students enrolled in bachelor's degree programs in any academic area may pursue the minor in gerontology. Interested students are required to declare their intention and work out a program of study with the program coordinator prior to completing their third course in the program. Students planning careers in gerontologic human service settings complete a practicum or field experience as part of their core requirements; other students may choose the independent research option.

The minor consists of a minimum of five courses drawn from the following list of existing courses approved by the Gerontology Committee.

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

#### **Requirements (15 cr.)**

PSY-P 331 Psychology of Aging

SOC-S 331 Sociology of Aging

Select one of the following:

BIOL-L 100 Humans and the Biological World  
(5 cr.)

PHSL-P 130 Human Biology

PHSL-P 261 Human Anatomy and Physiology I  
(5 cr.)

PHSL-P 262 Human Anatomy and Physiology II  
(5 cr.)

Select one of the following:

SOC-S 314 Social Aspects of Health and Medicine

SPEA-H 320 Health Systems Administration

SPEA-H 411 Long-Term Care Administration

The practicum or independent study requirement may be fulfilled by enrollment in the following (80-100 clock hours):

NURS-Z 492 Individual Study in Nursing (1-6 cr.)

PSY-P 495 Professional Practice Program  
Internship (1-3 cr.)

SOC-S 431 Topics in Social Psychology: Research  
in Sociology of Aging

SOC-S 468 Research Problems in Sociology  
(1-3 cr.)

SOC-S 494 Field Experience in Sociology

WOST-W 480 Practicum in Women's Studies

The chosen practicum or independent study course content should be directly concerned with older adults, and must be approved by the gerontology coordinator.




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## HISTORY

**OFFICE:** Wickamp Hall 3248

**TELEPHONE:** (574) 520-4491

**INTERNET ADDRESS:** [www.iusb.edu/~sbhist](http://www.iusb.edu/~sbhist)

**ASSOCIATE PROFESSORS:** Nashel, O'Connor (Chairperson),  
Shlapentokh, Tetzlaff

**ASSISTANT PROFESSORS:** Froyland, Nirei, Zwicker

**FACULTY EMERITI:** Furlong, Lamon, Marti, Schreiber,  
Scherer, Shapiro, Tull

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The study of history encompasses all recorded expressions of human activity—social, political, intellectual, artistic, and economic. Because of its broad scope, history provides an excellent introduction to all studies which concern human beings and their activities. History introduces students to their own culture and to cultures that are foreign both in time and space; it thereby advances their understanding of themselves and their world.

History offers proseminars and seminars in which small groups consider special topics in detail, and reading courses designed to fit the interests of the individual.

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## ASSOCIATE OF ARTS WITH A CONCENTRATION IN HISTORY

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

### **Concentration Requirements (18 cr.)**

This concentration may include 6 credit hours at the 100-level. All other history courses must be at the 200-level or above, and must include HIST-H 217 The Nature of History, 3 credit hours of American history, 3 credit hours of European history, and 3 credit hours in some other area (such as Latin American or Asian history).

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## BACHELOR OF ARTS IN HISTORY

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

Students earning the Bachelor of Arts in history degree must complete the College of Liberal Arts and Sciences requirements and fulfill the following concentration requirements:

History majors must earn at least 30 credit hours in history courses. These should include 6 credit hours at the 100-level but all other history courses must be at the 200-level or above, including 6 credit hours of American history, 6 credit hours of European history, 6 credit hours in other areas such as Latin American or Asian history. As soon as possible after declaring a major in history, students should enroll in HIST-H 217 The Nature of History.

Because HIST-J 495 Proseminar for History Majors is the capstone of the major program, no history major is allowed to take it without demonstrating thorough preparation. That is done by submitting a portfolio of written work to the department chairperson at least 60 days before the seminar begins. At minimum, each portfolio must include:

- Six essay examinations (however constructed, each examination must consist entirely of written answers)
- Five essays (which may be book reviews, comments on documents, brief narratives, or interpretive essays)
- Two longer papers that include systematic documentation
- A formal job resume

No more than three items in any portfolio may come from any one course. All portfolios must include brief introductions in which students reflect on their careers as history majors.

## MINOR IN HISTORY

A minor in history consists of a 15 credit hour program to be arranged in consultation with a departmental advisor, and filed with the departmental office. The program for a minor must be arranged at least one semester before graduation. At least 9 of these credit hours must be at the 200-level. A 200-level seminar is strongly recommended for all history minors.

## HISTORY OF ART

A degree in history with a focus in history of art may also be obtained. This degree requires 21 credit hours in history and 18 credit hours in the history of art. These may include 6 credit hours at the 100-level, but all other courses must be at the 200-level or above, plus a 400-level seminar, in either history or fine arts. The student may receive further information from history or the Raclin School of the Arts.

## WORLD LANGUAGES

Students are encouraged to continue their world language study beyond the two years required by the College of Liberal Arts and Sciences. Graduate schools generally require mastery of one world language for the study of American history and of two or more world languages for study of other fields of history. Students with appropriate language competence are encouraged to participate in the university's various programs of international study.

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## INFORMATICS

**COORDINATOR:** Hakimzadeh

**OFFICE:** Northside Hall 301A

**TELEPHONE:** (574) 520-5521

**INTERNET ADDRESS:** [www.informatics.iusb.edu](http://www.informatics.iusb.edu)

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Informatics is the study of the science and application of information technology to various disciplines. This cross-disciplinary program is distinct from computer science and information systems. Those programs cover the theory of a particular discipline in depth. Informatics covers a breadth of issues in various disciplines including the social and ethical issues facing our information society.

Any student who wishes to major or minor in Informatics should contact the director of informatics as soon as possible to arrange for academic advising.

## BACHELOR OF SCIENCE IN INFORMATICS

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

The degree requires a total of 122 credit hours including the following:

### **GENERAL EDUCATION CURRICULUM (33-39 CR.)**

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

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

### **I. FUNDAMENTAL LITERACIES (13-19 CR.)**

#### **A. Writing**

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

**B. Critical Thinking**

Select from approved course list, page 34

**C. Oral Communication**

SPCH-S 121 Public Speaking

**D. Visual Literacy**

Select from approved course list, page 35

**E. Quantitative Reasoning**

MATH-M 118 Finite Mathematics (A grade of C or higher in each course is required)

**F. Information Literacy**

COAS-Q 110 Introduction to Information Literacy (1 cr.)  
(should be taken with ENG-W 131)

**G. Computer Literacy**

Satisfied by required informatics courses

**II. COMMON CORE COURSES (12 CR.)**

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

**A. The Natural World**

Select from approved course list, page 35

**B. Human Behavior and Social Institutions**

Select from approved course list, page 36

**C. Literary and Intellectual Traditions**

Select from approved course list, page 36

**D. Art, Aesthetics, and Creativity**

Select from approved course list, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS (28-32 CR.)****World Language (6 cr.)**

Completion of two semesters in a single language, or equivalent (Select from Chinese, French, German, Japanese, Spanish)

**Physical and Life Sciences (10 cr.)**

Courses in at least two different sciences must be taken (Select from astronomy, biology, chemistry, geology, or physics)

**Mathematics (3 cr.)**

A grade of C or higher is required.

Statistics course (300-level or higher)

**Electives (9-13 cr.)****INFORMATICS (34 CR.)**

A grade of C- or higher in each course is required. At least 22 of the 34 credit hours must be taken within Indiana University.

Thirty-four credit hours in informatics, to be satisfied with the following core and elective courses:

**Core Courses**

- INFO-I 101 Introduction to Informatics (4 cr.)  
INFO-I 201 Mathematical Foundations of Informatics (4 cr.)  
INFO-I 202 Social Informatics  
INFO-I 210 Information Infrastructure I (4 cr.)  
INFO-I 211 Information Infrastructure II (4 cr.)  
INFO-I 308 Information Representation

Select two of the following four courses:

- INFO-I 300 Human-Computer Interaction  
INFO-I 303 Organizational Informatics  
INFO-I 310 Multimedia Arts and Technology  
INFO-I 320 Distributed Systems and Collaborative Computing

Select one of the following capstone options:

**OPTION 1**

- INFO-I 450 Design and Development of an Information System  
INFO-I 451 Design and Development of an Information System

**OPTION 2**

- INFO-I 460 Senior Thesis  
INFO-I 461 Senior Thesis

**Electives**

At least 6 credit hours chosen from informatics electives (300-level or higher). Prerequisite courses may be required.

- BIOL-L 311 Genetics  
BUS-K 301 Enterprise Resource Planning  
BUS-K 321 Management Information Systems  
CSCI-A 340 Introduction to Web Programming  
CSCI-B 424 Parallel and Distributed Programming  
CSCI-B 438 Computer Networks  
CSCI-C 311 Organization of Programming Languages  
CSCI-C 335 Computer Structures (4 cr.)  
CSCI-C 435 Operating Systems I (4 cr.)  
CSCI-C 442 Database Systems  
CSCI-C 455 Analysis of Algorithms  
CSCI-C 463 Artificial Intelligence  
CSCI-C 481 Interactive Computer Graphics  
FINA-P 374 Computer Art and Design II  
INFO-I 300 Human Computer Interaction  
INFO-I 303 Organizational Informatics  
INFO-I 310 Multimedia Arts and Technology  
INFO-I 320 Distributed Systems and Collaborative Computing  
INFO-I 400 Topics in Informatics (e.g., Bioinformatics )  
MATH-M365 Introduction to Probability and Statistics (3-4 cr.)  
PHYS-P 303 Digital Electronics (4 cr.)

PHYS-P 334 Fundamentals of Optics  
 PSY-P 335 Cognitive Psychology  
 PSY-P 438 Language and Cognition  
 SOC-S 319 Sociology of Science

The selection of informatics electives will be expanded as additional cognate areas develop.

### COGNATE AREA (15-18 CR.)

The student must take five to six courses in a cognate area of interest chosen with the consent of their advisor and the director of informatics.

### GENERAL ELECTIVES (APPROXIMATELY 16 CR.)

#### MINOR IN INFORMATICS

The minor in Informatics requires students to take three lower-level informatics courses and two upper-level informatics or upper-level elective courses from the table below. A grade of C or higher in each course is required. The minor consists of at least 15 credit hours chosen from the following:

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

#### Lower-Level Courses

INFO-I 101 Introduction to Informatics (4 cr.)  
 INFO-I 202 Social Informatics  
 INFO-I 210 Information Infrastructure I (4 cr.)  
 (CSCI-A 201 may be substituted for  
 INFO-I 210 for those students not  
 intending to take INFO-I 211.)  
 INFO-I 211 Information Infrastructure II (4 cr.)

#### Upper-Level Courses

INFO-I 300 Human Computer Interaction  
 INFO-I 303 Organizational Informatics  
 INFO-I 310 Multimedia Arts and Technology  
 INFO-I 320 Distributed Systems and Collaborative  
 Computing  
 INFO-I 400 Topics in Informatics  
 (e.g., Bioinformatics )

#### Upper-Level Electives

BIOL-L 311 Genetics  
 BUS-K 301 Enterprise Resource Planning  
 BUS-K 321 Management Information Systems  
 CSCI-A 340 Introduction to Web Programming  
 CSCI-B 424 Parallel and Distributed Programming  
 CSCI-B 438 Computer Networks  
 CSCI-C 335 Computer Structures (4 cr.)  
 CSCI-C 442 Database Systems  
 CSCI-C 463 Artificial Intelligence  
 CSCI-C 481 Interactive Computer Graphics  
 FINA-P 273 Computer Art and Design I  
 FINA-P 374 Computer Art and Design II  
 MATH-M365 Introduction to Probability and Statistics  
 (3-4 cr.)  
 PHIL-P 207 Information and Computer Ethics  
 PHYS-P 281 Solid State Electronics I

PHYS-P 303 Digital Electronics (4 cr.)  
 PHYS-P 334 Fundamentals of Optics  
 PSY-P 335 Cognitive Psychology  
 SOC-S 319 Sociology of Science

The courses offered as informatics electives vary over time. Many courses at the 300-level or above in computer and information sciences and decision sciences can count as electives. The student should consult the informatics program director for details.

Courses may count toward the minor and at the same time satisfy particular general education requirements of the major field of study. However, no course can count toward both a major and a minor. If a conflict occurs, students would enroll in additional replacement courses chosen in conjunction with the major field advisor and the director of informatics. Courses not listed above may be included in the course of study with permission of the director of informatics.

### CERTIFICATE IN APPLIED INFORMATICS

The certificate consists of five courses (at least 17 credit hours). Courses provide an understanding of information technology and how it helps solve problems in the students' areas of interest. Students take three lower-level courses in informatics, one upper-level course in informatics, and one upper-level course from the list of electives. Upper-level courses must be chosen with the approval of the director of informatics and a faculty member from the student's area of interest.

The student must complete the requirements for the certificate at IU South Bend with a grade of C or better.

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

#### Lower-Level Courses (3 courses)

INFO-I 101 Introduction to Informatics (4 cr.)  
 Select two courses from the following:  
 INFO-I 202 Social Informatics  
 INFO-I 210 Information Infrastructure I (4 cr.)  
 INFO-I 211 Information Infrastructure II (4 cr.)

#### Upper-Level Course (1 course)

Select one upper-level course from the following:  
 INFO-I 300 Human Computer Interaction (3 cr.)  
 INFO-I 303 Organizational Informatics (3 credits)

#### Upper-Level Elective (1 course)

Select one upper-level course from the list of informatics electives on page 69.

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## LATIN AMERICAN/ LATINO STUDIES

**COORDINATOR:** Barrau  
**TELEPHONE:** (574) 520-4417

Latin American/Latino Studies focus on the culture, society, and history of South America, Central America and Mexico, and the Caribbean, as well as the experiences in the United States of people and their descendants from these regions. The approach is holistic and interdisciplinary, combining language proficiency and cultural appreciation with analysis of social institutions and the processes of social, political, economic, and cultural change.

For more information about the Latin American/Latino Studies program, contact any of the following faculty members: Barrau, Chen, Fong-Morgan, Froyland, Griffin, Sernau, or VanderVeen.

### MINOR IN LATIN AMERICAN/ LATINO STUDIES (15-18 CR.)

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

#### **Core Courses**

Select two courses in Latin American history, politics, society, or culture:

- HIST-H 211 Latin American Culture and Civilization I
- HIST-H 212 Latin American Culture and Civilization II
- POLS-Y 330 Central American Politics
- POLS-Y 337 Latin American Politics
- SOC-S 362 World Societies and Cultures (Mexico)
- SPAN-S 363 Introducción a la Cultura Hispánica
- SPAN-S 412 Latin American Culture and Civilization

#### **Electives (6 cr.)**

The 6 credit hours of electives may be drawn from the following courses or an approved substitute. Students seeking to apply a course with a comprehensive international theme to the minor should be able to show that a major portion of their work, such as a term paper or similar assignment, dealt directly with a Latin American/Latino topic. To preserve the minor's interdisciplinary focus, courses must be drawn from at least two departments.

#### **Anthropology**

- ANTH-A 300 Culture Areas and Ethnic Groups: Peoples and Cultures of Latin America
- ANTH-A 385 Topics in Anthropology (where topics have a Latin American/Latino focus)

#### **Political Science**

Select one of the following:

- POLS-Y 324 Women and World Politics
- WOST-W 301 Global Perspectives on Women
- POLS-Y 330 Central American Politics\*
- POLS-Y 337 Latin American Politics\*

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\* If not used for core course

- POLS-Y 343 Developmental Problems in the Third World
- POLS-Y 380 Selected Topics of Democratic Government: Racial and Ethnic Politics in the United States

#### **Psychology**

- PSY-P 391 Psychology of Gender, Race, and Ethnicity

#### **Sociology**

- SOC-S 335 Race and Ethnic Relations
- SOC-S 362 World Societies and Cultures (Mexico/Costa Rica)
- SOC-S 410 Topics in Social Organization

#### **Spanish**

- SPAN-S 204 Second Year Spanish II (for non-College of Liberal Arts and Sciences students)
  - SPAN-S 275 Hispanic Culture and Conversation
  - SPAN-S 303 The Hispanic World
  - SPAN-S 317 Spanish Conversation
  - SPAN-S 363 Introducción a la Cultura Hispánica
  - SPAN-S 412 Latin American Culture and Civilization
  - SPAN-S 416 Modern Hispanic Poetry (where topics have a Latin American/Latino focus)
  - SPAN-S 496 Foreign Study in Spanish (in Latin America)
- One 400-level Spanish course with Latin American/Latino focus

#### **Speech Communication**

- SPCH-S 427 Cross-Cultural Communication

#### **Public and Environmental Affairs**

- SPEA-J 480 Research in Criminal Justice (1-6 cr.) (where topics have a Latin American/Latino focus)
- SPEA-V 450 Contemporary Issues in Public Affairs (1-3 cr.) (where topics have a Latin American/Latino focus)

#### **Language Requirement**

Language facility is an important part of regional and cross-cultural understanding. All students seeking this minor must complete second-year Spanish or its equivalent. Students who are registered in the College of Liberal Arts and Sciences complete the language requirement by taking Spanish to fulfill the language requirements for the Bachelor of Arts. Students in other divisions take SPAN-S 204 Second-Year Spanish II as an elective for the minor as well as meeting the language requirement. Students enrolled or contemplating this minor are encouraged to complete their language courses as early as possible in their program.

Both the Spanish and sociology component of the IU South Bend Mexico and Costa Rica programs, SOC-S 362 World Societies and Cultures can be applied to the minor, and students are encouraged to consider this program or other international experience. All course work for the minor should be planned with an advisor from the Latin American/Latino Studies Committee. This helps achieve a program of complementary course work tailored to a student's specific needs and interests.

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## MATHEMATICAL SCIENCES

**OFFICE:** Northside Hall 301B

**TELEPHONE:** (574) 520-4335

**INTERNET ADDRESS:** [www.iusb.edu/~sbmath](http://www.iusb.edu/~sbmath)

**PROFESSORS:** Darnel, Shafii-Mousavi, L. Williams

**ASSOCIATE PROFESSORS:** Alvis, A. Brown (Associate Chairperson), Y. Cheng, Choi, Song (Chairperson)

**ASSISTANT PROFESSOR:** Z. Guan

**LECTURERS:** Agarwal, R. Cook, Pace, Vajiac, Wolf

**FACULTY EMERITI:** Beem, Frascella, Specht

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Mathematical Sciences offers a Bachelor of Arts in mathematics, Bachelor of Science in Applied Mathematics, Bachelor of Science in Actuarial Science, and a Master of Science in Applied Mathematics and Computer Science.

After completing a core curriculum in theoretical mathematics, a Bachelor of Arts student may select from a wide variety of advanced mathematics courses as electives. Students who plan to enter graduate school and pursue a career in mathematics should consider the Bachelor of Arts degree option.

Students completing the Bachelor of Science degree programs are prepared for graduate school or a career in industry or government.

The department also offers a two year Associate of Arts degree in mathematics, and a minor in mathematics.

The Master of Science program is offered jointly with the Department of Computer and Information Sciences. Students in the program take advanced courses in both applied mathematics and computer science, with emphasis on real-world problems and applications.

A wide variety of service courses are also offered for students majoring in other disciplines, including computer science, physics and other sciences, business and economics, and education. A placement examination is used to match new students with an entry course at an appropriate level.

### SCHEDULING OF COURSES IN MATHEMATICS

To help students make long-range curriculum plans, the department attempts to offer courses in a predictable fashion. When possible courses are offered both in the daytime and in the evenings (5:30 p.m. or later); a course that is offered in the evening in one term is normally offered during the day in the next term in which it is scheduled, and vice versa. A brochure containing the most recent information about the mathematics curriculum may be obtained from the departmental secretary.

### MATHEMATICS PLACEMENT EXAMINATION

Students planning to take their first IU South Bend mathematics course must take the placement examination. The examination is designed to help determine the level at which students should begin their mathematical studies.

The examination usually takes less than one hour to complete. Students should register at [www.iusb.edu/~sbexams](http://www.iusb.edu/~sbexams) to take placement examinations. Students should review materials from prior mathematics courses before taking the examination.

The test can place the student at one of the following levels:

#### Level 0

You must contact the Department of Mathematical Sciences as soon as possible to receive special permission to enroll in MATH-M 4 Introduction to Algebra and to obtain information about free tutoring in this course. A score of 0 appears as a blank when you look up your scores online.

#### Level 1

MATH-M 4 Introduction to Algebra

#### Level 2

MATH-M 14 Basic Algebra (4 cr.)

#### Level 3

CSCI-C 101 Computer Programming I (4 cr.)

MATH-K 300 Statistical Techniques for Health Professions

MATH-M 107 College Algebra

MATH-M 111 Mathematics in the World

MATH-M 118 Finite Mathematics

MATH-T 101 Mathematics for Elementary Teachers I

#### Level 4

MATH-M 115 Precalculus and Trigonometry (5 cr.)

MATH-M 125 Precalculus Mathematics

Level 4 students may move to Level 5 by successfully taking MATH-M 125 Precalculus Mathematics or MATH-M 115 Precalculus and Trigonometry, and Level 4 students move to Level 6 by completing MATH-M 115 Precalculus and Trigonometry or its equivalent, MATH-M 125 Precalculus Mathematics and MATH-M 126 Trigonometric Functions.

#### Level 5

MATH-M 119 Brief Survey of Calculus I

MATH-M 126 Trigonometric Functions (2 cr.)

Students at this level can move to Level 6 by completing MATH-M 126 Trigonometric Functions or MATH-M 115 Precalculus and Trigonometry. (MATH-M 119 Brief Survey of Calculus I is also sufficient if the student has taken trigonometry.)

#### Level 6

MATH-M 215 Analytic Geometry and Calculus I (5 cr.)

Students at Level 6 have a solid mathematics background. Level 6 students can also enroll in MATH-M 118 Finite Mathematics or MATH-M 119 Brief Survey of Calculus I if these courses better fit their needs.



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## ASSOCIATE OF ARTS WITH A CONCENTRATION IN MATHEMATICS

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

The program consists of general education requirements and concentration requirements, for a total of 60 credit hours.

### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (13-14 CR.)

##### A. Writing

ENG-W 131 Elementary Composition

##### B. Critical Thinking

Select from approved course list, page 34

##### C. Oral Communication

SPCH-S 121 Public Speaking

##### D. Visual Literacy

Not required

##### E. Quantitative Reasoning

Fulfilled with required mathematics courses

##### F. Information Literacy

COAS-Q 110 Introduction to Information Literacy (1 cr.)  
(should be taken with ENG-W 131)

##### G. Computer Literacy

Choose one of the following:

CSCI-C 101 Computer Programming (4 cr.)

Select from approved course list, page 35

#### II. COMMON CORE COURSES (12 CR.)

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

##### A. The Natural World

Not required

##### B. Human Behavior and Social Institutions

Select from approved course list, page 36

##### C. Literary and Intellectual Traditions

Select from approved course list, page 36

##### D. Art, Aesthetics, and Creativity

Select from approved course list, page 36

### ADDITIONAL REQUIREMENTS (8 CR.)

#### *World Languages*

Attainment of beginning-level proficiency in a language other than English. This requirement can be met in one of two ways:

- Successful completion of a second-semester language class, designated as 102 in the catalogue. The number of years of high school language instruction typically determines into which semester a student may choose to enroll. (0-1 years = 101; 2 years = 102)
- Formal training, as evidenced by secondary or university diplomas, in a language other than English.

The Department of World Language Studies (WLS) offers a placement exam to determine into which semester a student should enroll and/or to qualify students for credit by examination. Students may earn up to six credits for testing out of any two of the language classes 101, 102, 203, or 204. For more details, please see the WLS Web page.

#### *Natural Sciences (8 cr.)*

Select science courses, including a laboratory

### CONCENTRATION REQUIREMENTS (15 CR.)

Select one of the following sequences:

#### SEQUENCE 1

MATH-M 215 Analytic Geometry and Calculus I  
(5 cr.)

MATH-M 216 Analytic Geometry and Calculus II  
(5 cr.)

#### SEQUENCE 2

MATH-M 118 Finite Mathematics

MATH-M 119 Brief Survey of Calculus I

#### SEQUENCE 3

MATH-M 208 Technical Calculus I

MATH-M 209 Technical Calculus II

Select one of the following courses:

MATH-M 301 Linear Algebra and Applications

MATH-M 347 Discrete Mathematical Models

Select one of the following options:

#### OPTION 1

MATH-M 365 Introduction to Probability and Statistics

#### OPTION 2

MATH-M 463 Introduction to Probability Theory I

MATH-M 466 Introduction to Mathematical Statistics

#### OPTION 3

MATH-M 260 Combinatorial Counting and Probability

MATH-M 261 Statistical Inferences

#### OPTION 4

MATH-K 310 Statistical Techniques

Additional 300-level course(s) to meet 15 total credit hours

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## BACHELOR OF ARTS IN MATHEMATICS

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

The campuswide general education requirements are the same as for other bachelor of arts degree programs in the College of Liberal Arts and Sciences. See page 33 of this *Campus Bulletin*.

### REQUIREMENTS (33-36 CR.)

MATH-M 215 Analytic Geometry and Calculus I  
(5 cr.)

MATH-M 216 Analytic Geometry and Calculus II  
(5 cr.)

MATH-M 301 Linear Algebra and Applications

MATH-M 311 Calculus III (5 cr.)

MATH-M 347 Discrete Mathematics

MATH-M 403 Introduction to Modern Algebra I

MATH-M 413 Introduction to Analysis I

Select one of the following options:

#### Option 1

MATH-M 380 History of Mathematics

MATH-T 336 Topics in Euclidean Geometry

Select one additional course from the following list:

MATH-M 343 Introduction to Differential Equations  
with Applications I

MATH-M 344 Introduction to Differential Equations  
with Applications II

MATH-M 365 Introduction to Probability and  
Statistics

MATH-M 404 Introduction to Modern Algebra II

MATH-M 405 Number Theory

MATH-M 409 Linear Transformations

MATH-M 414 Introduction to Analysis II

MATH-M 415 Elementary Complex Variables with  
Applications

MATH-M 420 Metric Space Topology

MATH-M 435 Introduction to Differential Geometry

MATH-M 436 Introduction to Geometries

MATH-M 447 Mathematical Models and  
Applications I

MATH-M 448 Mathematical Models and  
Applications II

MATH-M 463 Introduction to Probability Theory I

MATH-M 466 Introduction to Mathematical  
Statistics

MATH-M 471 Numerical Analysis I

MATH-M 472 Numerical Analysis II

#### Option 2

Select two courses from the following, one must be a 400-level course:

MATH-M 343 Introduction to Differential Equations  
with Applications I

MATH-M 344 Introduction to Differential Equations  
with Applications II

MATH-M 365 Introduction to Probability and  
Statistics

MATH-M 380 History of Mathematics

MATH-M 404 Introduction to Modern Algebra II

MATH-M 405 Number Theory

MATH-M 409 Linear Transformations

MATH-M 414 Introduction to Analysis II

MATH-M 415 Elementary Complex Variables with  
Applications

MATH-M 420 Metric Space Topology

MATH-M 435 Introduction to Differential Geometry

MATH-M 436 Introduction to Geometries

MATH-M 447 Mathematical Models and Applications I

MATH-M 448 Mathematical Models and Applications  
II

MATH-M 463 Introduction to Probability Theory I

MATH-M 466 Introduction to Mathematical Statistics

MATH-M 471 Numerical Analysis I

MATH-M 472 Numerical Analysis II

### RECOMMENDED

In addition to studying mathematics courses, all majors are strongly encouraged to study, in depth, another discipline that uses mathematics. Majors are also strongly encouraged to take one or more computer programming course such as CSCI-C 101 Computer Programming I and CSCI-C 201 Computer Programming II. Students interested in professional work or graduate study in mathematics should take additional mathematics courses at the 300- and 400-level. Any student who intends to major in mathematics should contact the chairperson of mathematical sciences as soon as possible.

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## BACHELOR OF SCIENCE IN APPLIED MATHEMATICS

### REQUIREMENTS (122 CR.)

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

#### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

#### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (17 CR.)

##### A. Writing

ENG-W 131 Elementary Composition

##### B. Critical Thinking

Select one of the following:

PHIL-P 105 Thinking and Reasoning

PHIL-P 150 Elementary Logic

**C. Oral Communication**

SPCH-S 121 Public Speaking

**D. Visual Literacy**

Select one of the following:

FINA-A 109 Ways of Seeing

JOUR-J 210 Visual Communication

**E. Quantitative Reasoning**

Fulfilled with required mathematics courses

**F. Information Literacy (1 cr.)**

COAS-Q 110 Introduction to Information Literacy (1 cr.)  
(should be taken with ENG-W 131)

**G. Computer Literacy**

CSCI-C 101 Computer Programming I (4 cr.)

**II. COMMON CORE COURSES (12 CR.)**

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

**A. The Natural World**

Select from N 190 or N 390 offerings, page 35  
(included below in Natural Sciences)

**B. Human Behavior and Social Institutions**

Select from B 190 or B 399 offerings, page 36

**C. Literary and Intellectual Traditions**

Select from T 190 or T 390 offerings, page 36

**D. Art, Aesthetics, and Creativity**

Select from A 190 or A 399 offerings, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS**

**World Languages (0-6 cr.)**

Attainment of beginning-level proficiency in a language other than English. This requirement can be met in one of two ways:

- Successful completion of a second-semester language class, designated as 102 in the catalogue. The number of years of high school language instruction typically determines into which semester a student may choose to enroll. (0-1 years = 101; 2 years = 102)
- Formal training, as evidenced by secondary or university diplomas, in a language other than English.

The Department of World Language Studies (WLS) offers a placement exam to determine into which semester a student should enroll and/or to qualify students for credit by examination. Students may earn up to 6 credits for testing out of

any two of the language classes 101, 102, 203, or 204. For more details, please see the WLS Web page.

**Natural Sciences (20 cr.)**

Courses must be selected in at least two of the physical and life sciences (astronomy, biological sciences, chemistry, geology, or physics).

PHYS-P 221 Physics I (5 cr.)

PHYS-P 222 Physics II (5 cr.)

Select from N 190 or N 390 offerings, page 35

Select additional natural science courses (7 cr.)

**Mathematics (45 cr.)**

MATH-M 215 Analytic Geometry and Calculus I (5cr.)

MATH-M 216 Analytic Geometry and Calculus II (5cr.)

MATH-M 301 Linear Algebra and Applications

MATH-M 311 Calculus III (5 cr.)

MATH-M 343 Introduction to Differential Equations with Applications I

MATH-M 347 Discrete Mathematics

MATH-M 413 Introduction to Analysis I

MATH-M 447 Mathematical Models and Applications I

MATH-M 463 Introduction to Probability Theory I

MATH-M 466 Introduction to Mathematical Statistics

MATH-M 471 Numerical Analysis I

Select two of the following:

MATH-M 344 Introduction to Differential Equations with Applications II

MATH-M 403 Introduction to Modern Algebra I

MATH-M 404 Introduction to Modern Algebra II

MATH-M 405 Number Theory

MATH-M 414 Introduction to Analysis II

MATH-M 415 Elementary Complex Variables with Applications

MATH-M 448 Mathematical Models and Applications II

MATH-M 451 The Mathematics of Finance and Interest Theory

MATH-M 472 Numerical Analysis II

Select upper-division course approved by the chairperson of the department

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**BACHELOR OF SCIENCE IN  
ACTUARIAL SCIENCE**

Actuaries use mathematics and financial theory to determine the financial effect that uncertain future events such as birth, death, retirement, fire, accident, and sickness have on insurance and other benefit plans. Actuaries may work for insurance companies, employee benefits, consulting firms, or the benefits departments of general business and government agencies. The competitive actuarial profession requires mathematics graduates to have analytic, statistical, and computational skills, which allow them to solve industrial problems, predict the financial effects of uncertain future events, and carry out decision-making analyses. Students graduating from the program who plan to pursue careers in actuarial science can expect to succeed on the first one or two actuarial science

examinations, and thus be ready to enter the actuarial profession. Students graduating from the program who choose not to become actuaries are well prepared to enter industry and work in such areas as quality control, computational analysis, information management, forecasting, risk analysis, simulation, and finance. A student wishing to pursue graduate study in mathematics or business is certainly prepared for either discipline. For further information, contact the program director in Northside Hall or call (574) 520-4516.

## DEGREE REQUIREMENTS (122 CR.)

### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (17 CR.)

##### A. Writing

ENG-W 131 Elementary Composition

##### B. Critical Thinking

Select one of the following:

ENG-W 270 Argumentative Writing\*

PHIL-P 105 Thinking and Reasoning

PHIL-P 110 Introduction to Philosophy

PHIL-P 150 Elementary Logic

##### C. Oral Communication

SPCH-S 121 Public Speaking

##### D. Visual Literacy

Select one of the following:

FINA-A 109 Ways of Seeing

JOUR-J 210 Visual Communication

##### E. Quantitative Reasoning

Fulfilled with required mathematics courses

##### F. Information Literacy (1 cr.)

COAS-Q 110 Introduction to Information Literacy (1 cr.)  
(should be taken with ENG-W 131)

##### G. Computer Literacy

CSCI-C 101 Computer Programming I (4 cr.)

#### II. COMMON CORE COURSES (12 CR.)

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

##### A. The Natural World

Select from N 190 or N 390 offerings, page 35  
(included below in Natural Sciences)

##### B. Human Behavior and Social Institutions

Select from B 190 or B 399 offerings, page 36

##### C. Literary and Intellectual Traditions

Select from T 190 or T 390 offerings, page 36

##### D. Art, Aesthetics, and Creativity

Select from A 190 or A 399 offerings, page 36

#### III. CONTEMPORARY SOCIAL VALUES (8 CR.)

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

##### A. Non-Western Cultures

Select from approved course list, page 36

##### B. Diversity in United States Society

Select from approved course list, page 37

##### C. Health and Wellness (2 cr.)

Select from approved course list, page 37

### ADDITIONAL REQUIREMENTS

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

#### World Languages (0-6 cr.)

Attainment of beginning-level proficiency in a language other than English. This requirement can be met in one of two ways:

- Successful completion of a second-semester language class, designated as 102 in the catalogue. The number of years of high school language instruction typically determines into which semester a student may choose to enroll. (0-1 years = 101; 2 years = 102)
- Formal training, as evidenced by secondary or university diplomas, in a language other than English.

The Department of World Language Studies (WLS) offers a placement exam to determine into which semester a student should enroll and/or to qualify students for credit by examination. Students may earn up to six credits for testing out of any two of the language classes 101, 102, 203, or 204. For more details, please see the WLS Web page.

#### English Composition (0-3 cr.)

ENG-W 231 Professional Writing Skills

**\*THE REQUIREMENT TO TAKE ENG-W 231 IS WAIVED IF ENG-W 270 IS TAKEN TO FULFILL THE REQUIREMENT IN THE FUNDAMENTAL LITERACIES CRITICAL THINKING COMPONENT.**

#### Natural Sciences (12 cr.)

Courses must be selected in at least two of the physical and life sciences (astronomy, biological sciences, chemistry, geology, or physics). At least one of the courses must have a laboratory component.

#### Business and Economics (18 cr.)

BUS-A 201 Introduction to Financial Accounting

BUS-A 202 Introduction to Managerial Accounting

BUS-F 301 Financial Management

BUS-L 201 Legal Environment of Business

ECON-E 103 Introduction to Microeconomics

ECON-E 104 Introduction to Macroeconomics

#### Mathematics (47-51 cr.)

MATH-M 215 Analytic Geometry and Calculus I  
(5 cr.)

- MATH-M 216 Analytic Geometry and Calculus II  
(5 cr.)
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus III (5 cr.)
- MATH-M 325 Topics Course: Problem-Solving  
Seminar in Actuarial Science
- MATH-M 343 Introduction to Differential Equations  
with Applications I
- MATH-M 413 Introduction to Analysis I
- MATH-M 447 Mathematical Models and Applications  
I
- MATH-M 448 Mathematical Models and Applications  
II (Actuarial Modeling)
- MATH-M 451 The Mathematics of Finance and  
Interest Theory
- MATH-M 463 Introduction to Probability Theory I
- MATH-M 466 Introduction to Mathematical  
Statistics
- MATH-M 471 Numerical Analysis I
- Select one of the following:
- MATH-M 347 Discrete Mathematics
- MATH-M 414 Introduction to Analysis II
- MATH-M 415 Elementary Complex Variables with  
Applications
- MATH-M 472 Numerical Analysis II

### MINOR IN MATHEMATICS

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

Students who wish to minor in mathematics must complete a minimum of 18 credit hours of mathematics, including one of the following sequences:

#### SEQUENCE 1 (10 CR.)

- MATH-M 215 Analytic Geometry and Calculus I  
(5 cr.)
- MATH-M 216 Analytic Geometry and Calculus II  
(5 cr.)

#### SEQUENCE 2 (10 CR.)

- MATH-M 208 Technical Calculus I
- MATH-M 209 Technical Calculus II
- MATH-M 260 Combinatorial Counting and  
Probability (2 cr.)
- MATH-M 261 Statistical Inferences (2 cr.)

At least 8 credit hours of mathematics must be completed at or above the 300-level (These 8 credit hours may include MATH-T 336 and/or MATH-T 436, but not MATH-K 300 or MATH-K 310.)

### MASTER OF SCIENCE IN APPLIED MATHEMATICS AND COMPUTER SCIENCE

The Master of Science program is offered jointly with the Department of Computer and Information Sciences. Students in the program take advanced courses in both applied mathematics and computer science, with emphasis on real-world problems and applications. A complete description of this program begins on page 201 in this *Campus Bulletin*.

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## PHILOSOPHY

**OFFICE:** Wiekamp Hall 3248

**TELEPHONE:** (574) 520-4491

**INTERNET ADDRESS:** [www.iusb.edu/~sbphil](http://www.iusb.edu/~sbphil)

**ASSOCIATE PROFESSORS:** L. Collins (Chairperson), Zynda

**ASSISTANT PROFESSOR:** Shrader

**FACULTY EMERITI:** Naylor, Robbins, Washburn

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Philosophy emphasizes clear, critical, and logical thinking about philosophical problems by locating these problems in everyday experience and in the writings of the great philosophers. Philosophy also stresses reflection on established beliefs and values so that we can achieve a better understanding of ourselves and the world in which we live. The curriculum in philosophy is designed to contribute to the intellectual training of all undergraduates and to acquaint students with some of the most important developments in intellectual history. The curriculum is structured to meet the needs not only of those who want to become professional philosophers, but also of those who want to pursue philosophy as a personal interest or as a concentration area to complement study in another field.

The department offers courses both in philosophy and in the history and philosophy of science. It is one of several IU South Bend departments that offers courses in religious studies and in cognitive science. Students who wish to focus their study on philosophy and a related area—for example, art, religion, women's studies, a social or behavioral science, mathematics, a physical or biological science, the law—are invited to talk with any member of the department about the possible benefits of such options as a double major or a minor in philosophy, religious studies, cognitive science, or women's studies.

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### ASSOCIATE OF ARTS WITH A CONCENTRATION IN PHILOSOPHY

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

#### CONCENTRATION REQUIREMENTS

At least 15 credit hours in philosophy are required for the Associate of Arts in philosophy. Select 12 credit hours at the 200-level or above to satisfy the following distribution requirements.

#### *History of Philosophy (3 cr.)*

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

#### *Metaphysics or Epistemology (3 cr.)*

- PHIL-P 310 Topics in Metaphysics
- PHIL-P 311 Metaphysics of Physical Nature
- PHIL-P 312 Topics in Theory of Knowledge

- PHIL-P 313 Theories of Knowledge  
 PHIL-P 360 Introduction to Philosophy of Mind

***Ethics, Logic, or History and Philosophy of Science (3 cr.)***

- HPSC-X 200 Scientific Reasoning  
 HPSC-X 201 Nature of Scientific Inquiry  
 HPSC-X 220 Historical and Philosophical Perspectives on Science  
 HPSC-X 303 Introduction to the Philosophy of Science  
 HPSC-X 336 Religion and Science  
 PHIL-P 250 Introductory Symbolic Logic  
 PHIL-P 340 Classics in Ethics  
 PHIL-P 341 Ethical Classics  
 PHIL-P 342 Problems of Ethics  
 PHIL-P 343 Classics in Social and Political Philosophy  
 PHIL-P 344 Classics in Social and Political Philosophy 2  
 PHIL-P 345 Problems in Social and Political Philosophy

**BACHELOR OF ARTS IN PHILOSOPHY**

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

The Bachelor of Arts in philosophy requires at least 27 credit hours in courses offered by the department. One of these courses may be a 100-level course. All others must be at the 200-level or above. Students are required to select courses at the 200-level or above to satisfy the following distribution requirements:

***History of Philosophy (6 cr.)***

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

***Logic and Philosophy of Science (3 cr.)***

- HPSC-X 200 Scientific Reasoning  
 HPSC-X 201 Nature of Scientific Inquiry  
 HPSC-X 220 Historical and Philosophical Perspectives on Science  
 HPSC-X 303 Introduction to Philosophy of Science  
 HPSC-X 336 Religion and Science  
 PHIL-P 250 Introductory Symbolic Logic

***Ethics, Social, and Political Philosophy (3 cr.)***

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

***Metaphysics and Epistemology (3 cr.)***

- PHIL-P 310 Topics in Metaphysics  
 PHIL-P 311 Metaphysics of Physical Nature  
 PHIL-P 312 Topics in Theory of Knowledge  
 PHIL-P 313 Theories of Knowledge  
 PHIL-P 360 Introduction to Philosophy of Mind

Other courses should be chosen in consultation with a departmental advisor. Students are expected to cooperate with departmental faculty in assessing the program for the major.

**MINOR IN PHILOSOPHY**

Students can earn a minor in philosophy by completion of at least 15 credit hours in philosophy, of which at least 12 credit hours are at the 200-level or higher and by meeting the following requirements:

***History of Philosophy (3 cr.)***

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

***Metaphysics or Epistemology (3 cr.)***

- PHIL-P 310 Topics in Metaphysics  
 PHIL-P 311 Metaphysics of Physical Nature  
 PHIL-P 312 Topics in Theory of Knowledge  
 PHIL-P 313 Theories of Knowledge  
 PHIL-P 360 Introduction to Philosophy of Mind

***Ethics, Logic, or History and Philosophy of Science (3 cr.)***

- HPSC-X 200 Scientific Reasoning  
 HPSC-X 201 Nature of Scientific Inquiry  
 HPSC-X 220 Historical and Philosophical Perspectives on Science  
 HPSC-X 303 Introduction to the Philosophy of Science  
 HPSC-X 336 Religion and Science  
 PHIL-P 250 Introductory Symbolic Logic  
 PHIL-P 340 Classics in Ethics  
 PHIL-P 341 Ethical Classics  
 PHIL-P 342 Problems of Ethics  
 PHIL-P 343 Classics in Social and Political Philosophy  
 PHIL-P 344 Classics in Social and Political Philosophy 2  
 PHIL-P 345 Problems in Social and Political Philosophy



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## PHYSICS AND ASTRONOMY

**OFFICE:** Northside Hall 341  
**TELEPHONE:** (574) 520-4278  
**INTERNET ADDRESS:** [www.iusb.edu/~iusbphys](http://www.iusb.edu/~iusbphys)

**PROFESSOR:** Hinnefeld (Chairperson)  
**ASSOCIATE PROFESSOR:** Lynker  
**ASSISTANT PROFESSORS:** Levine, Schimmrigk, Scott  
**LECTURER:** Borntreger  
**FACULTY EMERITUS:** Zimmerman  
**TECHNICAL SUPERVISOR:** Nymberg

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The department offers courses in physics, astronomy, and geology, serving three broad groups of students—those majoring in physics with plans either to enter graduate school in physics, astronomy, or a related field, or to make a career in industry; those majoring in other natural sciences, science education, or engineering technology; and those majoring in nontechnical disciplines who wish to learn some physical science.

Students interested in pursuing an engineering degree can begin their studies at IU South Bend in this department. A dual-degree program, under which a student can earn both a Bachelor of Science in Physics from IU South Bend and a Bachelor of Science in Engineering from a cooperating institution in at least three years of study at IU South Bend and at least two years of study at the cooperating institution, is described below.

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### BACHELOR OF ARTS IN PHYSICS

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

#### **Concentration Requirements (30 cr.)**

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- PHYS-P 309 Modern Physics Laboratory
- PHYS-P 323 Physics 3
- PHYS-P 324 Physics 4
- Select from the following: (15 cr.)
  - AST-A 453 Topical Astrophysics
  - GEOL-G 413 Introduction to Geophysics
  - PHYS-P 303 Digital Electronics (4 cr.)
  - PHYS-P 321 Techniques of Theoretical Physics
  - PHYS-P 331 Theory of Electricity and Magnetism
  - PHYS-P 334 Fundamentals of Optics
  - PHYS-P 340 Thermodynamics and Statistical Mechanics
  - PHYS-P 410 Computing Applications in Physics
  - PHYS-P 441 Analytical Mechanics I
  - PHYS-P 453 Introduction to Quantum Mechanics
  - PHYS-P 473 Introduction to String Theory
  - PHYS-S 405 Readings in Physics (1-3 cr.)
  - PHYS-S 406 Research (1-3 cr.)

#### **Mathematics Requirements (13 cr.)**

- MATH-M 215 Analytic Geometry and Calculus I (5 cr.)
- MATH-M 216 Analytic Geometry and Calculus II (5 cr.)
- MATH-M 343 Introduction to Differential Equations with Applications I

#### **Recommended Courses**

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CSCI-C 101 Computer Programming I (4 cr.)
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus III (5 cr.)
- MATH-M 344 Introduction to Differential Equations with Applications II
- MATH-M 471 Numerical Analysis I

Students earning the Bachelor of Arts in physics must also complete the general education requirements established by the College of Liberal Arts and Sciences.

No more than 6 credit hours of PHYS-S 405 Readings in Physics and no more than 3 credit hours of PHYS-S 406 Research may be applied to the 30 credit hour concentration requirement.

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### BACHELOR OF SCIENCE IN PHYSICS

There are two tracks for the Bachelor of Science in Physics. The Professional Track is designed to prepare students either for graduate study in physics or for employment. The Applied Physics Track is intended primarily for students who are pursuing degrees in both physics and engineering through the dual-degree arrangements described below. General education requirements are the same for both tracks.

#### **GENERAL EDUCATION**

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

#### **CAMPUSWIDE CURRICULUM (33-39 CR.)**

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

#### **I. FUNDAMENTAL LITERACIES (13-19 CR.)**

- A. Writing**
  - ENG-W 131 Elementary Composition
- B. Critical Thinking**
  - Select from approved course list, page 34
- C. Oral Communication**
  - SPCH-S 121 Public Speaking

**E. Quantitative Reasoning**

Select from approved course list, page 35

**F. Information Literacy**

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

**G. Computer Literacy**

Select from approved course list, page 35

**II. COMMON CORE COURSES (12 CR.)**

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

**A. The Natural World**

Select from approved course list, page 35

**B. Human Behavior and Social Institutions**

Select from approved course list, page 36

**C. Literary and Intellectual Traditions**

Select from approved course list, page 36

**D. Art, Aesthetics, and Creativity**

Select from approved course list, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS (3-9 CR.)****World Language**

One course at the 200-level

**CONCENTRATION REQUIREMENTS****Professional Track (35 cr.)**

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- PHYS-P 309 Modern Physics Laboratory
- PHYS-P 323 Physics 3
- PHYS-P 324 Physics 4
- PHYS-P 331 Theory of Electricity and Magnetism
- PHYS-P 340 Thermodynamics and Statistical Mechanics
- PHYS-P 441 Analytical Mechanics I
- PHYS-P 453 Introduction to Quantum Mechanics
- PHYS-S 406 Research (1-3 cr.)

Select from the following: (1-3 cr.)

- AST-A 453 Topical Astrophysics
- GEOL-G413 Introduction to Geophysics
- PHYS-P 303 Digital Electronics (4 cr.)
- PHYS-P 321 Techniques of Theoretical Physics
- PHYS-P 334 Fundamentals of Optics
- PHYS-P 410 Computing Applications in Physics
- PHYS-P 473 Introduction to String Theory
- PHYS-S 405 Readings in Physics (1-3 cr.)

**Additional Requirements, Professional Track (24 cr.)**

MATH-M 215 Analytic Geometry and Calculus I (5 cr.)

MATH-M 216 Analytic Geometry and Calculus II (5 cr.)

MATH-M 301 Linear Algebra and Applications

MATH-M 311 Calculus III (5 cr.)

MATH-M 343 Introduction to Differential Equations with Applications I

Select one of the following: (3 cr.)

MATH-M 344 Introduction to Differential Equations with Applications II

MATH-M 447 Mathematical Models and Applications

MATH-M 471 Numerical Analysis I

**Recommended Courses, Professional Track**

CHEM-C 105 Principles of Chemistry I

CHEM-C 106 Principles of Chemistry II

CHEM-C 125 Experimental Chemistry I (2 cr.)

CHEM-C 126 Experimental Chemistry II (2 cr.)

CSCI-C 101 Computer Programming I (4 cr.)

No more than 6 credit hours of PHYS-S 405 Readings in Physics and no more than 3 credit hours of PHYS-S 406 Research may be applied to the 35 credit hour concentration requirement in the Professional Track.

**3/2 DUAL-DEGREE PROGRAM IN PHYSICS AND ENGINEERING**

Through agreements with institutions offering degrees in engineering, it is possible for a student to earn both a Bachelor of Science in Physics from IU South Bend and a Bachelor of Science in Engineering from another institution, following at least three years of study at IU South Bend and at least two years of study at the partnering institution. Contact the Department of Physics and Astronomy for current information about this dual-degree program.

**CONCENTRATION REQUIREMENTS****Applied Physics Track (35 cr.)**

PHYS-P 221 Physics 1 (5 cr.)

PHYS-P 222 Physics 2 (5 cr.)

PHYS-P 323 Physics 3

PHYS-P 324 Physics 4

PHYS-P 309 Modern Physics Laboratory

PHYS-S 406 Research (1-3 cr.)

At least two courses chosen from:

AST-A 453 Topical Astrophysics

GEOL-G413 Introduction to Geophysics

PHYS-P 321 Techniques of Theoretical Physics

PHYS-P 331 Theory of Electricity and Magnetism

PHYS-P 334 Fundamentals of Optics

PHYS-P 340 Thermodynamics and Statistical Mechanics

PHYS-P 410 Computer Applications in Physics

PHYS-P 441 Analytical Mechanics I

PHYS-P 453 Introduction to Quantum Mechanics

PHYS-P 473 Introduction to String Theory



Approved engineering or physics courses transferred from the partnering institution, sufficient to total 35 credit hours, when added to those taken before transfer from IU South Bend. Contact the Department of Physics and Astronomy for current lists of approved courses at partnering institutions.

**Additional Requirements, Applied Physics Track (35 cr.)**

CHEM-C	105	Principles of Chemistry I
CHEM-C	106	Principles of Chemistry II
CHEM-C	125	Experimental Chemistry I (2 cr.)
CHEM-C	126	Experimental Chemistry II (2 cr.)
CSCI-C	101	Computer Programming I (4 cr.)
MATH-M	215	Analytic Geometry and Calculus I (5 cr.)
MATH-M	216	Analytic Geometry and Calculus II (5 cr.)
MATH-M	301	Linear Algebra and Applications
MATH-M	311	Calculus III (5 cr.)
MATH-M	343	Introduction to Differential Equations with Applications I

No more than 3 credit hours of PHYS-S 406 Research may be applied to the 35 credit hour concentration requirement in the Applied Physics Track.

### MINOR IN PHYSICS

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

**Requirements (19 cr.)**

PHYS-P	221	Physics 1 (5 cr.)
PHYS-P	222	Physics 2 (5 cr.)
PHYS-P	309	Modern Physics Laboratory
PHYS-P	323	Physics 3
PHYS-P	324	Physics 4

With departmental approval, another course applicable to the major may be substituted for either PHYS-P 324 or PHYS-P 309.




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## POLITICAL SCIENCE

**OFFICE:** Wiekamp Hall 2188

**TELEPHONE:** (574) 520-4334

**INTERNET ADDRESS:** [www.iusb.edu/~sbpol](http://www.iusb.edu/~sbpol)

**PROFESSOR:** Chen (Chairperson)

**ASSOCIATE PROFESSORS:** Gerencser, Karakatsanis

**ASSISTANT PROFESSORS:** Bennion, D. Parker

**FACULTY EMERITI:** Bonn, Hamburg, Herr, Lewis, Penikis

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Courses in the department introduce the student to fundamental issues in the governmental process, social conditions that create need for government, structure and procedures of governments, control of governments and enforcements of responsibility, and relationships among governments. The goals of the department are to prepare students to assume the duties and obligations of citizenship, to provide special knowledge and skills useful in public service, and to lay foundations for scholarly study of government and politics.

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### ASSOCIATE OF ARTS WITH A CONCENTRATION IN POLITICAL SCIENCE

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

**Concentration Requirements (15 cr.)**

Political science courses with no more than 6 credit hours at the 100-level. Include at least one course in each of the sub-areas:

American Government

Political Theory

Comparative or International Politics

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### BACHELOR OF ARTS IN POLITICAL SCIENCE

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

**Course Requirements (30 cr.)**

No more than 9 credit hours of 100-level courses may be included in the 30 credit hours. Students must complete at least one course in each of the following sub-areas:

American Government

Political Theory

Comparative or International Politics

POLS-Y 490 Senior Seminar in Political Science is also required of all majors.

### MINOR IN POLITICAL SCIENCE

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

Students wishing to earn a minor in political science should consult with an advisor in the department. They must complete 15 credit hours in political science courses, of which no

more than 6 credit hours may be at the 100-level. Generally, the department recommends that students complete at least one course in each of the following sub-areas:

American Government  
Political Theory  
Comparative or International Politics

## PSYCHOLOGY

**OFFICE:** Wiekamp Hall 2119

**TELEPHONE:** (574) 520-4393

**INTERNET ADDRESS:** [www.iusb.edu/~sbpsy](http://www.iusb.edu/~sbpsy)

**PROFESSORS:** Bryant, Fujita, McIntosh, Mettetal  
(Chairperson)

**ASSOCIATE PROFESSORS:** Borshuk, Hubbard, Ritchie,  
Schult

**ASSISTANT PROFESSORS:** Ladd, Rodriguez, Verges

**LECTURER:** Talcott

**FACULTY EMERITI:** Gottwald, Long, Mawhinney, Perrin,  
Scarborough

Psychology offers a major in psychology leading to a Bachelor of Arts degree, as well as course work leading to the Associate of Arts degree and to a minor in psychology. As a scientific endeavor, psychology seeks to understand the basic principles by which organisms adapt their behavior to the changing physical and social environments in which they live. Psychologists apply their understanding of behavior, thought, and emotion to the improvement of the human condition through education, counseling, and therapy. The breadth of modern psychology is reflected in the diversity of courses offered by the department.

### BACHELOR OF ARTS IN PSYCHOLOGY

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

#### **Requirements (30 cr.)**

Select one of the following:

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

All of the following:

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

One advanced laboratory:

PSY-P 420 Laboratory in Community Psychology  
PSY-P 421 Laboratory in Social Psychology  
PSY-P 429 Laboratory in Developmental Psychology  
PSY-P 435 Laboratory in Human Learning and Cognition

Four additional courses, one from each of the four areas listed below:

1. **SOCIAL AND DEVELOPMENTAL**  
PSY-P 216 Life Span Developmental Psychology  
PSY-P 233 Industrial Psychology  
PSY-P 316 Psychology of Childhood and Adolescence  
PSY-P 320 Social Psychology  
PSY-P 321 Group Dynamics  
PSY-P 331 Psychology of Aging  
PSY-P 391 Psychology of Gender, Race, and Ethnicity  
PSY-P 434 Community Psychology  
PSY-P 443 Cognitive Development  
PSY-P 460 Women: A Psychological Perspective
2. **PERSONALITY AND CLINICAL**  
PSY-P 234 Principles of Mental Health  
PSY-P 319 The Psychology of Personality  
PSY-P 324 Abnormal Psychology  
PSY-P 332 Suicide and Depression  
PSY-P 336 Psychological Tests and Individual Differences  
PSY-P 430 Behavior Modification  
PSY-P 445 The Psychology of Prevention
3. **COGNITION AND LEARNING**  
PSY-P 241 Functional Analysis of Behavior I  
PSY-P 325 The Psychology of Learning  
PSY-P 335 Cognitive Psychology  
PSY-P 438 Language and Cognition
4. **PHYSIOLOGICAL, MOTIVATION, SENSATION, AND PERCEPTION**  
PSY-P 220 Drugs and Behavior  
PSY-P 326 Behavioral Neuroscience  
PSY-P 327 Psychology of Motivation  
PSY-P 329 Sensation and Perception  
PSY-P 423 Human Neuropsychology

#### **Recommended Courses**

Psychology majors and minors are advised to take PSY-P 211 Methods of Experimental Psychology as soon as possible after taking PSY-P 103 General Psychology. Course work in the physical and biological sciences and a sound foundation in mathematics is advised for psychology majors. Students planning graduate work in psychology are encouraged to become involved in faculty and independent research projects and should discuss their plans for graduate school with a faculty advisor as soon as possible.

A minor in cognitive science is available for students interested in topics such as artificial intelligence, philosophy of the mind, computer science, and cognition.

### ASSOCIATE OF ARTS WITH A CONCENTRATION IN PSYCHOLOGY

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

#### **Concentration Requirements (15 cr.)**

Select one of the following:

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

PSY-P 211 Methods of Experimental Psychology  
Three courses at the 200- or 300-level, taken from three of the areas of the psychology curriculum (areas 1 through 4 above)

### MINOR IN PSYCHOLOGY

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

Students planning to minor in psychology should consult a departmental advisor for approval of their plans. A minor in psychology requires at least 15 credit hours in psychology.

#### **Requirements (15 cr.)**

Select one of the following:

- PSY-P 103 General Psychology
  - PSY-P 106 General Psychology–Honors
  - PSY-P 211 Methods of Experimental Psychology
- Three additional courses above the 100-level from two different areas (areas 1 through 4 above)

PHIL-P 202 Medieval to Modern Philosophy  
REL-R 152 Religions of the West  
REL-R 210 Introduction to Old Testament/Hebrew Bible

REL-R 220 Introduction to New Testament

One course on non-Western religion, for example:

PHIL-P 283 Non-Western Philosophy  
PHIL-P 374 Early Chinese Philosophy  
REL-R 153 Religions of the East

Two additional courses focusing on religion, chosen either from the above groups or from courses such as:

HPSC-X 336 Religion and Science  
PHIL-P 342 Problems of Ethics  
PHIL-P 381 Religion and Human Experience  
PSY-P 365 Psychology of Religion  
REL-R 335 Religion in Early America  
REL-R 336 Religion in Modern America  
SOC-S 313 Religion and Society  
SOC-S 405 Selected Social Institutions  
(Topic: Religion in America)

At least 6 credit hours must be in courses offered at the 200-level or above. The student must have a faculty advisor approved by the committee.

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## RELIGIOUS STUDIES

**COORDINATOR:** Ladd

**TELEPHONE:** (574) 520-5505

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Religious Studies is an interdisciplinary program administered by the Religious Studies Committee. By choosing courses judiciously, a student can complete a minor in Religious studies or an Associate of Arts degree with a concentration in religious studies.

The religious studies program at IU South Bend has the following objectives:

- To facilitate an interdisciplinary approach to the study of religion
- To provide an opportunity to study religion in a systematic way
- To provide evidence for graduate schools (including schools of divinity) of a student's commitment to the study of religion
- To broadly acquaint students with the nature of religion, the main historical traditions of religion, and the roles that religion play in culture and every day life

For more information about the religious studies program, contact any of the following faculty members: Ladd, O'Connor, Olson, Shlapentokh, or Shrader.

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### ASSOCIATE OF ARTS WITH A CONCENTRATION IN RELIGIOUS STUDIES

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

#### **Concentration Requirements (15 cr.)**

One course on religion in general, for example:

- PHIL-P 371 Philosophy of Religion
- REL-R 160 Religion and American Culture

One course on the Judeo-Christian tradition, for example:

### MINOR IN RELIGIOUS STUDIES

The requirements for a minor in Religious Studies are the same as the concentration requirements for the Associate of Arts degree. The minor is an interdisciplinary program administered by the Religious Studies Committee.



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## SOCIOLOGY AND ANTHROPOLOGY

**OFFICE:** Wiekamp Hall 2288

**TELEPHONE:** (574) 520-5509

**INTERNET ADDRESS:** [www.iusb.edu/~socanth](http://www.iusb.edu/~socanth)

**PROFESSORS:** Fritschner, Keen, Olson (Chairperson),  
Sernau

**ASSOCIATE PROFESSORS:** Grant, Lucal, McGuire, Torstrick

**ASSISTANT PROFESSORS:** Griffin, McInerney, VanderVeen

**FACULTY EMERITUS:** Brandewie

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The Department of Sociology and Anthropology at IU South Bend is dedicated to fostering a critical understanding of the social and cultural diversity and dynamics of the human condition through education and discovery. As a faculty we are committed to excellence in teaching and concern for the welfare of our students, scholarly and professional creativity, and campus and community service.

Within the context of a liberal arts education we cultivate in our students a sociological imagination intended to prepare them to be active contributors to their communities and to live fruitful lives as informed citizens of a global society. Through their education and training in theoretical analysis and the development of research skills, our students gain a solid practical basis for pursuing careers in law, social work, business, public administration, and many human services professions. They are also well equipped to pursue graduate study in sociology or anthropology in preparation for careers in teaching, administration, and research.

Current information on the department and degrees offered can be found on the departmental Web site.

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### ASSOCIATE OF ARTS WITH A CONCENTRATION IN SOCIOLOGY

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

**Concentration Requirements (15 cr.)**

SOC-S 161 Principles of Sociology

Select one of the following:

SOC-S 258 Elementary Social Research  
Techniques: Quantitative Methods

SOC-S 268 Seminar in Applied Social Research:  
Qualitative Methods

SOC-S 351 Social Statistics

SOC-S 348 Introduction to Sociological Theory

Two additional courses in sociology at the 200- or 300-  
level

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## BACHELOR OF ARTS IN SOCIOLOGY

The sociology major is intended to introduce students to the intellectual and methodological perspectives and practices characteristic of the discipline, within the context of a liberal arts education. The program is designed to prepare students for immediate entry into the workplace, as well as to pursue further study in a Master of Social Work, master's, or Ph.D. program.

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

**Core Requirements (30 cr.)**

SOC-S 161 Principles of Sociology

SOC-S 258 Elementary Social Research Techniques:  
Quantitative Methods

SOC-S 268 Seminar in Applied Social Research:  
Qualitative Methods

SOC-S 348 Introduction to Sociological Theory

Select one of the following:

SOC-S 349 Topics in Contemporary Social Theory

SOC-S 351 Social Statistics

Five additional courses in sociology, including two 400-  
level seminars and not more than one at the 100-  
level. The internship course, SOC-S 494 Field  
Experience in Sociology, may be counted as one of  
the 400-level seminars.

All majors are strongly encouraged to fulfill the core requirements prior to pursuing other upper-level courses in the department. Sociology majors are strongly advised to take courses in theory and statistics, especially if they are planning graduate study.

A student sociology portfolio is maintained for every major to hold examples of work completed. The major, in consultation with their departmental advisor, may suggest which materials to include in the portfolio. This degree can be completed in the evenings.

### MINOR IN SOCIOLOGY

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

Students majoring in a field other than sociology may complete a minor in sociology. Students interested in pursuing such a minor should register their intentions with sociology and consult with a faculty advisor before completing three courses in the program.

**Requirements (15 cr.)**

Five courses, including at least one seminar at the 400-level, chosen from within the departmental listings, with the approval of a faculty advisor and the departmental chairperson, according to the following specifications:

SOC-S 161 Principles of Sociology

Select one of the following:

SOC-S 258 Elementary Social Research  
Techniques: Quantitative Methods

SOC-S 268 Seminar in Applied Social Research:  
Qualitative Methods

SOC-S 351 Social Statistics

Select one of the following:

- SOC-S 348 Introduction to Sociological Theory
- SOC-S 349 Topics in Contemporary Social Theory

Two additional courses at the 200-level or above related to some specific area of interest to the student. One of these must be a 400-level seminar or SOC-S 494 Field Experience in Sociology.

### MINOR IN ANTHROPOLOGY

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

Anthropology requires that its practitioners experience what it means to be human in different cultures, as well as to develop a new awareness and understanding of their own. It promotes a critical perspective about ourselves, our societies, and our relationship with other societies within the broader global framework. Through exploration of how other peoples and cultures from the past and present handle common human problems such as providing subsistence, creating families, maintaining social order, etc., the study of anthropology enhances our appreciation of the diversity of possible solutions to our own problems as well as more global concerns.

#### **Requirements (15 cr.)**

Five courses, including at least one seminar at the 400-level, chosen from within the anthropology listings, with the approval of a faculty advisor and the departmental chairperson, according to the following specifications:

- ANTH-A 105 Human Origins and Prehistory
- ANTH-E 105 Culture and Society

Select one of the following:

- SOC-S 258 Elementary Social Research  
Techniques: Quantitative Methods
- SOC-S 268 Seminar in Applied Social Research:  
Qualitative Methods

Two additional anthropology courses, one at the 300-level or above and one at the 400-level, chosen from an approved course list or approved by the anthropology advisor

### CERTIFICATE IN SOCIAL AND CULTURAL DIVERSITY

Social and cultural diversity is an issue of increasing concern to communities everywhere as they anticipate the effects of demographic changes in the not so distant future. To prepare students to live in the global village and to be successful in the increasingly diverse workplace, the Department of Sociology and Anthropology offers a Certificate in Social and Cultural Diversity.

The curriculum is designed to take advantage of the core strengths of the disciplines of sociology and anthropology, and of our faculty, to offer focused study of race, class, culture, gender, and sexuality; all fundamental factors that contribute to social and cultural diversity within and between societies. Diversity is a common element of workplace consciousness. As a result, this certificate is a useful complement for virtually anyone entering or already in the workforce.

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

#### **Requirements (15 cr.)**

- ANTH-E 105 Culture and Society

Select two of the following core courses:

- SOC-S 164 Marital Relations and Sexuality
- SOC-S 317 Inequality
- SOC-S 335 Race and Ethnic Relations
- SOC-S 338 Sociology of Gender Roles

Select one of the following culture courses:

- ANTH-E 310 Introduction to the Cultures of Africa
- ANTH-E 320 Indians of North America
- ANTH-E 397 Peoples and Cultures of the Middle East
- ANTH-E 402 Gender in Cross-Cultural Perspective
- SOC-S 362 World Societies and Cultures
- SOC-S 405 Selected Social Institutions: Religion in America

One approved 400-level capstone course such as:

- ANTH-A 460 Topics in Anthropology: Diversity and Conflict (1-3 cr.)
- SOC-S 410 Topics in Social Organization: International Inequalities
- SOC-S 410 Topics in Social Organization: Gender, Inequality and Work
- SOC-S 410 Topics in Social Organization: Gender and Work in the Global Economy

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## WOMEN'S STUDIES

**DIRECTOR:** Torstrick

**OFFICE:** Wiekamp Hall 2288

**TELEPHONE:** (574) 520-5509

**INTERNET ADDRESS:** [www.iusb.edu/~wmns](http://www.iusb.edu/~wmns)

**PROFESSOR:** McNeal

**ASSISTANT PROFESSOR:** Lidinsky

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

The interdisciplinary perspective of the field expands our intellectual vision and our capacity to resolve problems. The traditional disciplines have led to inadequate and incomplete understandings of human experience. Women's studies is committed to an expanding recognition of the impact and strength of difference and diversity in women's lives.

The women's studies major, minor, and two-year associate degree programs enable students to analyze how gender, in its dynamic interrelationship with race and class, has shaped and given meaning to women's lives.

The women's studies program is administered by the director and the Women's Studies Governing Board. The following faculty serve on the Women's Studies Governing Board:

Bender, Bennion, Borshuk, L. Collins, Lidinsky, Lucal, McNeal, O'Connor, Roth, Rusnock, Swartout, and Torstrick.

Current information on the department and degrees offered can be found on the departmental Web site.

## BACHELOR OF ARTS IN WOMEN'S STUDIES

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

### REQUIREMENTS (30 CR.)

#### Core Courses for the Major (18 cr.)

- WOST-W 100 Gender Studies
- WOST-W 299 Feminist Research Methods
- WOST-W 360 Feminist Theory
- WOST-W 301 Global Perspectives on Women  
(or an approved alternative)\*
- WOST-W 402 Seminar in Women's Studies  
(or an approved alternative)\*
- WOST-W 480 Practicum in Women's Studies

#### Electives for the Major (12 cr.)\*

- One WOST joint-listed course in the humanities or arts
- One WOST joint-listed course in the social or biological sciences
- One additional elective from WOST core or joint-listed courses
- One additional elective from WOST cross-listed, core, or joint-listed courses
- At least 15 credit hours must be taken at the 300-level or above

## ASSOCIATE OF ARTS IN WOMEN'S STUDIES

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

### REQUIREMENTS (15 CR.)

#### Core Courses (9 cr.)

- WOST-W 100 Gender Studies
- WOST-W 301 Global Perspectives on Women or an approved alternative\*
- Select one of the following:
  - WOST-W 299 Feminist Research Methods
  - WOST-W 360 Feminist Theory

#### Electives (6 cr.)

- One additional course from WOST core or joint-listed courses\*
- One additional course from WOST cross-listed, core, or joint-listed courses\*

\* Students may receive credit if they choose to enroll in the departmental equivalent of the course.

## MINOR IN WOMEN'S STUDIES

### REQUIREMENTS (15 CR.)

#### Core Courses (9 cr.)

- WOST-W 100 Gender Studies
- WOST-W 301 Global Perspectives on Women or an approved alternative\*
- Select one of the following:
  - WOST-W 299 Feminist Research Methods
  - WOST-W 360 Feminist Theory

#### Electives (6 cr.)

- One additional course from WOST core or joint-listed courses\*
- One additional course from WOST cross-listed, core, or joint-listed courses\*

## WORLD LANGUAGE STUDIES

**OFFICE:** Wiekamp Hall 3115

**TELEPHONE:** (574) 520-4332

**INTERNET ADDRESS:** [www.iusb.edu/~forn](http://www.iusb.edu/~forn)

#### WORLD LANGUAGE RESOURCE CENTER:

Wiekamp Hall 1105

**TELEPHONE:** (574) 520-4331

**PROFESSOR:** Guillaume

**ASSOCIATE PROFESSORS:** C. Brown, Fong-Morgan, Walker  
(Chairperson)

**ASSISTANT PROFESSORS:** Barrau, Hernando

**LECTURERS:** Davis, Fuchs, Green

**FACULTY EMERITI:** de la Torre, Febres, Poinatte, Yates

The Department of World Languages offers courses in Chinese, French, German, Japanese, and Spanish and a major and minor in French, German, and Spanish. The department is committed to preparing students for the complex, multicultural, and transnational environment of life and work. Students are encouraged to consider taking a minor in a foreign language as a complement to their major in another discipline, remembering that a minor is now a College of Liberal Arts and Sciences requirement. Students may pursue, in addition to world language study, the Certificate in International Studies or a minor in an interdisciplinary program at IU South Bend, such as Latin American/Latino Studies or Film Studies. Please contact an advisor in the department for further information.

### LANGUAGE REQUIREMENT

The study of languages other than English is essential to understand and appreciate our global community. In recognition of this fact, the College of Liberal Arts and Sciences requires that its Bachelor of Arts majors attain an intermediate-level proficiency in a second language. This requirement can be met in one of three ways:

- Successful completion of a fourth-semester language course designated in the IU South Bend *Schedule of Classes* as 204. (204 is the last class in a four-semester sequence: 101, 102, 203, and 204)
- Successful completion of a 300- or 400-level course in which the primary instruction is in a language other than English.
- Formal training, as evidenced by a secondary or university diploma, in a language other than English.

Students pursuing a Bachelor of Science degree should consult with their major department to determine the language requirement. Students from other academic programs on campus may take world language courses as electives and may earn world language credits by placement examination or advanced course placement as described below.

### PLACEMENT

Students with no prior foreign language experience should enroll in 101; students with one to two years of foreign language study in high school should enroll in 102; students with three or more years of foreign language study should enroll in 203 and consider taking the placement examination. Students with three or more years of foreign language study also may qualify to register for upper-level courses in the department. To determine placement in department courses, students take a department placement examination.

### CREDITS BY EXAMINATION FOR PRIOR LANGUAGE STUDY

The Department of World Language Studies (W.L.S.) offers a placement examination in French, German, Japanese, and Spanish:

- To determine in which semester a student should enroll
- To qualify for special credit by examination

Students may earn up to 6 credit hours for testing out of any two of these language classes: 101, 102, 203, or 204. If a student tests into and completes a 300- or 400-level course with a grade of B or higher, he/she is eligible to receive 6 additional credit hours for 203 and 204 which appear as 298 on the transcript. Placement examinations are offered frequently; contact the department for exact times and dates.

In addition to credit earned by placement examinations, students may arrange for credit by examination in other department courses at the 300- or 400-level by contacting the department chairperson. Students should consult with their major advisor to determine the limit on the number of credit hours that may be earned by such examinations. More detailed information on credit by examination is available from the department.

### TRANSFER STUDENTS

Students transferring to IU South Bend from another institution should consult the placement policies above and the department chairperson for advising.

### FOREIGN STUDENTS

Foreign students may be exempted from the liberal arts and sciences world language requirement by demonstrating formal proficiency, as evidenced by a secondary or university diploma, in their native language. They may earn credit by examination if the language is offered for instruction at IU South Bend. Foreign students majoring in their native language are required to take a minimum of 18 credit hours in world languages, of which at least 9 must be at the 400-level (6 credit hours in literature courses).

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## ASSOCIATE OF ARTS DEGREES

### WITH A CONCENTRATION IN FRENCH

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

#### Requirements (15 cr.)

- FREN-F 203 Second-Year French I
  - FREN-F 204 Second-Year French II
  - FREN-F 313 Advanced Grammar and Composition
- Select one of the following:
- FREN-F 305 Masterpieces of French Literature 1
  - FREN-F 306 Masterpieces of French Literature 2
- One additional course at or above the 300-level

### WITH A CONCENTRATION IN GERMAN

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

#### Requirements (15 cr.)

- GER-G 203 Second-Year German I
  - GER-G 204 Second-Year German II
- Select one of the following:
- GER-G 305 Masterpieces of German Literature: Classical and Romantic Periods
  - GER-G 306 Masterpieces of German Literature: Modern Period

Select one of the following:

- GER-G 313 Writing German I
- GER-G 314 Writing German II

One additional course at or above the 300-level

### WITH A CONCENTRATION IN SPANISH

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

#### Requirements (15 cr.)

- SPAN-S 203 Second-Year Spanish I
  - SPAN-S 204 Second-Year Spanish II
- Select one of the following:
- SPAN-S 305 Masterpieces of Spanish Literature 1
  - SPAN-S 306 Masterpieces of Spanish Literature 2
- Select one of the following:
- SPAN-S 313 Writing Spanish I
  - SPAN-S 314 Writing Spanish II
- One additional course at or above the 300-level

## BACHELOR OF ARTS

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

First-year world language courses (101-102) do not count toward the major.

### BACHELOR OF ARTS IN FRENCH

#### **Requirements (33 cr.)**

- FREN-F 203 Second-Year French I
- FREN-F 204 Second-Year French II
- FREN-F 305 Masterpieces of French Literature 1
- FREN-F 306 Masterpieces of French Literature 2
- FREN-F 313 Advanced Grammar and Composition
- FREN-F 363 Introduction à la France Moderne
- FREN-F 480 French Conversation
- One additional course at the 300-level
- Three additional courses at the 400-level

### BACHELOR OF ARTS IN GERMAN

#### **Requirements (33 cr.)**

- GER-G 203 Second-Year German I
- GER-G 204 Second-Year German II
- GER-G 305 Masterpieces of German Literature:  
Classical and Romantic Periods
- GER-G 306 Masterpieces of German Literature:  
Modern Period
- GER-G 313 Writing German I
- GER-G 314 Writing German II
- GER-G 363 Deutsche Kulturgeschichte
- GER-G 465 Fortgeschrittenes Deutsch:  
Kommunikation

One additional course above the 100-level

Two additional courses at the 400-level, including at least one literature course

### BACHELOR OF ARTS IN SPANISH

#### **Requirements (33 cr.)**

- SPAN-S 203 Second-Year Spanish I
- SPAN-S 204 Second-Year Spanish II
- SPAN-S 303 The Hispanic World
- SPAN-S 305 Masterpieces of Spanish Literature 1
- SPAN-S 306 Masterpieces of Spanish Literature 2
- SPAN-S 313 Writing Spanish I
- SPAN-S 314 Writing Spanish II
- SPAN-S 363 Introducción a la Cultura Hispánica

Select one of the following:

- SPAN-S 317 Spanish Conversation
- SPAN-S 325 Oral Spanish for Teachers

Three additional courses at the 400-level, two of which must be in literature

## TEACHING

Students wishing to be certified to teach a world language should consult with the School of Education.

## MINOR IN WORLD LANGUAGE (18 CR.)

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

First-year world language courses do not count toward the minor.

### MINOR IN FRENCH (18 CR.)

- FREN-F 203 Second-Year French I
- FREN-F 204 Second-Year French II
- FREN-F 313 Advanced Grammar and Composition
- FREN-F 363 Introduction à la France Moderne
- Select one of the following:
  - FREN-F 305 Masterpieces of French Literature 1
  - FREN-F 306 Masterpieces of French Literature 2
- One additional course at the 300- or 400-level

### MINOR IN GERMAN (18 CR.)

- GER-G 203 Second-Year German I
- GER-G 204 Second-Year German II
- GER-G 363 Deutsche Kulturgeschichte
- Select one of the following:
  - GER-G 305 Masterpieces of German Literature:  
Classical and Romantic Periods
  - GER-G 306 Masterpieces of German Literature:  
Modern Period
- Select one of the following:
  - GER-G 313 Writing German I
  - GER-G 314 Writing German II
- One additional course at the 300- or 400-level

### MINOR IN SPANISH (18 CR.)

- SPAN-S 203 Second-Year Spanish I
- SPAN-S 204 Second-Year Spanish II
- SPAN-S 363 Introducción a la Cultura Hispánica
- Select one of the following:
  - SPAN-S 305 Masterpieces of Spanish Literature 1
  - SPAN-S 306 Masterpieces of Spanish Literature 2
- Select one of the following:
  - SPAN-S 313 Writing Spanish I
  - SPAN-S 314 Writing Spanish II
- Select one of the following:
  - SPAN-S 317 Spanish Conversation
  - SPAN-S 325 Oral Spanish for Teachers

## WORLD CULTURE STUDIES

The department may also offer courses taught in English that meet general humanities requirements. Consult the department to see when these courses may be offered.

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

All courses taught in English.

- GER-G 277 Women in German Culture: 1750–Present
- LTAM-L 400 Contemporary Mexico
- LTAM-L 425 Special Topics in Latin American Studies
- SPAN-S 284 Women in Hispanic Culture
- Study Abroad: Becoming Modern, 1666-1870 (London and Paris)





## SUPPLEMENTAL PROGRAMS PREPROFESSIONAL PROGRAMS

### DENTISTRY

A student is eligible for admission to the Indiana University School of Dentistry upon receipt of a bachelor's degree (or, in exceptional cases, completion of 90 credit hours of university-level courses; however, nearly all students admitted to the School of Dentistry have a bachelor's degree). A student who plans to apply to dental school may earn his/her bachelor's degree in any major, but must complete the following courses prior to admission:

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

#### **Biological Sciences (20 cr.)**

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences II (5 cr.)
- PHSL-P 261 Human Anatomy and Physiology I (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology II (5 cr.)

#### **Chemistry (21 cr.)**

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry I Lectures
- CHEM-C 342 Organic Chemistry II Lectures
- CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)
- CHEM-C 484 Biomolecules and Catabolism

#### **English (3 cr.)**

- ENG-W 131 Elementary Composition

#### **Physics (10 cr.)**

Select one of the following sequences:

##### **SEQUENCE 1**

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)

##### **SEQUENCE 2**

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

#### **Social Sciences (3 cr.)**

- PSY-P 103 General Psychology

#### **Speech (3 cr.)**

- SPCH-S 121 Public Speaking

In addition, courses in business administration, genetics, histology, and medical terminology are strongly recommended but not required.

All required pre dental courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in pre dental course work at IU South Bend should contact the health professions advisor, Ann Grens, in biological sciences soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to [agrens@iusb.edu](mailto:agrens@iusb.edu) or call (574) 520-4426.

The School of Dentistry sets admission and degree requirements. Students seeking admission should contact:

Committee on Admission  
School of Dentistry  
Room 105  
1121 West Michigan Street  
Indianapolis, Indiana 46202-5211

### ENGINEERING

Students interested in pursuing an engineering degree can begin their studies at IU South Bend in the Department of Physics and Astronomy. The department has dual-degree arrangements with engineering departments at other institutions, under which students can earn both a Bachelor of Science in Physics from IU South Bend and a Bachelor of Science in Engineering from the partnering institution, following at least three years of study at IU South Bend and two years of study at the partnering institution. More information about these 3/2 dual-degree arrangements can be found in the Physics and Astronomy section of the listing of undergraduate programs in the College of Liberal Arts and Sciences.

Students interested in transferring to an engineering degree program without pursuing a physics degree from IU South Bend should consult the admissions office at the institution to which they hope to transfer.

While specific requirements for transfer admission vary by institution, the courses listed below are required in most engineering degree programs. Specifically, they are required of students transferring into one of the professional engineering schools at the West Lafayette campus of Purdue University.

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

CHEM-C	105	Principles of Chemistry I and
CHEM-C	106	Principles of Chemistry II and
CHEM-C	125	Experimental Chemistry I (2 cr.)
CHEM-C	126	Experimental Chemistry II (2 cr.)
CSCI-C	101	Computer Programming I (4 cr.)
ENG-W	131	Elementary Composition
MATH-M	215	Analytic Geometry and Calculus I (5 cr.)
MATH-M	216	Analytic Geometry and Calculus II (5 cr.)
PHYS-P	221	Physics 1 (5 cr.)
PHYS-P	222	Physics 2 (5 cr.)
SPCH-S	121	Public Speaking

A limited number of courses in the social and behavioral sciences or in the arts and humanities can generally also be applied toward the requirements of an engineering degree program.

Students interested in taking course work in engineering at IU South Bend should contact the advisor, Monika Lynker, in physics and astronomy soon after admission to IU South Bend to discuss an appropriate degree program.

## LAW

Indiana University has two law schools: Indiana University School of Law Bloomington and Indiana University School of Law Indianapolis; each has its own admission requirements. Application forms for admission are available at:

Office of Admissions  
Indiana University School of Law–Bloomington  
211 South Indiana Avenue  
Bloomington, Indiana 47405-7001

Office of Admissions  
Indiana University School of Law–Indianapolis  
735 West New York Street  
Indianapolis, Indiana 46202-5222

Applicants normally are not required to take any particular subjects or to pursue any special course of study in college as a prerequisite for admission. However, an applicant for admission to the Indiana University School of Law Bloomington must have a Bachelor of Arts, Bachelor of Science, or equivalent degree from an institution whose graduates are eligible for unqualified and unconditional admission to the Indiana University Graduate School.

Applicants are advised to obtain additional information about law schools from the *Pre-Law Handbook* published by Bobbs-Merrill and prepared by the Association of American Law Schools and the Law School Admission Test Council.

## MEDICINE

A student is eligible for admission to the Indiana University School of Medicine upon receipt of a bachelor's degree (or in exceptional cases, completion of 90 credit hours of university-level courses; however, nearly all students admitted to the School of Medicine have a bachelor's degree). A student who plans to apply to medical school may earn his/her bachelor's degree in any major, but must complete the following courses prior to admission:

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

### **Biology (10 cr.)**

BIOL-L	101	Introduction to Biological Sciences I (5 cr.)
BIOL-L	102	Introduction to Biological Sciences II (5 cr.)

### **Biology Courses Strongly Recommended:**

BIOL-L	211	Molecular Biology
BIOL-L	312	Cell Biology
Select from the following:		
BIOL-L	308	Organismal Physiology (5 cr.) or
PHSL-P	261	Human Anatomy and Physiology I (5 cr.) and
PHSL-P	262	Human Anatomy and Physiology II (5 cr.)

### **Chemistry (20 cr.)**

CHEM-C	105	Principles of Chemistry I
CHEM-C	106	Principles of Chemistry II
CHEM-C	125	Experimental Chemistry I (2 cr.)
CHEM-C	126	Experimental Chemistry II (2 cr.)
CHEM-C	341	Organic Chemistry I Lectures
CHEM-C	342	Organic Chemistry II Lectures
CHEM-C	343	Organic Chemistry I Laboratory (2 cr.)
CHEM-C	344	Organic Chemistry II Laboratory (2 cr.)

### **Physics (10 cr.)**

Select one of the following sequences:

#### **SEQUENCE 1**

PHYS-P	201	General Physics 1 (5 cr.)
PHYS-P	202	General Physics 2 (5 cr.)

#### **SEQUENCE 2**

PHYS-P	221	Physics 1 (5 cr.)
PHYS-P	222	Physics 2 (5 cr.)

All required premedicine courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in premedical course work at IU South Bend should contact the health professions advisor, Ann Grens, in biological sciences soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to [agrens@iusb.edu](mailto:agrens@iusb.edu) or call (574) 520-4426.

The Indiana University School of Medicine sets admission and degree requirements. Students seeking admission should contact:

Indiana University School of Medicine  
Office of Admissions  
1120 South Drive  
Fesler Hall 213  
Indianapolis, Indiana 46202-5113

## OPTOMETRY

A student is eligible for admission to the Indiana University School of Optometry upon receipt of a bachelor's degree. A student who plans to apply to optometry school may earn his/her bachelor's degree in any major, but must complete the following courses prior to admission:

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

### **Biology (31 cr.)**

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences II (5 cr.)
- BIOL-L 211 Molecular Biology
- BIOL-L 312 Cell Biology
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)
- PHSL-P 261 Human Anatomy and Physiology I (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology II (5 cr.)

### **Chemistry (21 cr.)**

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry I Lectures
- CHEM-C 342 Organic Chemistry II Lectures
- CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)
- CHEM-C 484 Biomolecules and Catabolism

### **English (6 cr.)**

- ENG-W 131 Elementary Composition
- ENG-W 231 Professional Writing Skills

### **Mathematics (5 cr.)**

- MATH-M 215 Analytic Geometry and Calculus I (5 cr.)

### **Physics (10 cr.)**

Select one of the following sequences:

#### **SEQUENCE 1**

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)

#### **SEQUENCE 2**

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

### **Psychology (3 cr.)**

- PSY-P 103 General Psychology

### **Statistics (3 cr.)**

One course in statistics

### **Arts and Humanities (6 cr.)**

At least two courses

### **World Language (6 cr.)**

Two semesters, by completion of appropriate courses or by placement examination

### **Social and Behavioral Sciences (6 cr.)**

At least two courses; an upper-level psychology course is recommended

All required preoptometry courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in preoptometry course work at IU South Bend should contact the health professions advisor, Ann Grens, in biological sciences soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to [agrens@iusb.edu](mailto:agrens@iusb.edu) or call (574) 520-4426.

The Indiana University School of Optometry sets admission and degree requirements. Students seeking admission should contact:

Office of Student Affairs  
School of Optometry  
Indiana University  
800 East Atwater Avenue  
Bloomington, Indiana 47405-3680

## PHARMACY

Indiana University does not offer a degree in pharmacy; however, a student may complete prepharmacy requirements at IU South Bend prior to applying for admission to the Purdue University School of Pharmacy and Pharmacal Sciences or any other pharmacy school.

A student may be admitted to the Purdue University School of Pharmacy upon completion of the following courses, with or without a bachelor's degree:

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

### **Biological Sciences (25 cr.)**

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences II (5 cr.)

- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)
- PHSL-P 261 Human Anatomy and Physiology I (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology II (5 cr.)

### **Chemistry (20 cr.)**

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry I Lectures
- CHEM-C 342 Organic Chemistry II Lectures
- CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)
- CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)

### **Economics (3 cr.)**

Select one of the following:

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

**English (6 cr.)**

- ENG-W 131 Elementary Composition  
 ENG-W 231 Professional Writing Skills

**Mathematics (10 cr.)**

- MATH-M 215 Analytic Geometry and Calculus I  
 (5 cr.)  
 MATH-M 216 Analytic Geometry and Calculus II  
 (5 cr.)

**Physics (5 cr.)**

Select one of the following:

- PHYS-P 201 General Physics 1 (5 cr.)  
 PHYS-P 221 Physics 1 (5 cr.)

All required prepharmacy courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in prepharmacy course work at IU South Bend should contact the health professions advisor, Ann Grens, in biological sciences soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to [agrens@iusb.edu](mailto:agrens@iusb.edu) or call (574) 520-4426.

Purdue University School of Pharmacy and Pharmacal Sciences sets admission and degree requirements. Students seeking admission should contact:

Office of Student Services  
 Robert E. Heine Pharmacy Building  
 Purdue University  
 575 Stadium Mall Drive  
 West Lafayette, Indiana 47907-2091

Additional information about pharmacy school can be obtained from:

American Association of Colleges of Pharmacy  
 1426 Prince Street  
 Alexandria, Virginia 23314-2815

**VETERINARY MEDICINE**

Indiana University does not offer a degree in veterinary medicine; however, a student may complete preveterinary requirements at IU South Bend prior to applying for admission to the Purdue University Veterinary School or any other veterinary school. A student is eligible for admission to veterinary school upon receipt of a bachelor's degree (or, in exceptional cases, completion of 90 credit hours of university-level courses; however, nearly all students admitted to veterinary school have a bachelor's degree). A student who plans to apply to veterinary school may earn his/her bachelor's degree in any major, but must complete the following courses prior to admission:

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

**Biology (16 cr.)**

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)  
 BIOL-L 102 Introduction to Biological Sciences II (5 cr.)  
 BIOL-L 211 Molecular Biology  
 BIOL-L 311 Genetics

**Chemistry (23 cr.)**

- CHEM-C 105 Principles of Chemistry I  
 CHEM-C 106 Principles of Chemistry II

- CHEM-C 125 Experimental Chemistry I (2 cr.)  
 CHEM-C 126 Experimental Chemistry II (2 cr.)  
 CHEM-C 341 Organic Chemistry I Lectures  
 CHEM-C 342 Organic Chemistry II Lectures  
 CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)  
 CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)  
 CHEM-C 484 Biomolecules and Catabolism

**English (6 cr.)**

- ENG-W 131 Elementary Composition  
 ENG-W 231 Professional Writing Skills

**Mathematics (10 cr.)**

- MATH-M 215 Analytic Geometry and Calculus I  
 (5 cr.)  
 MATH-M 216 Analytic Geometry and Calculus II  
 (5 cr.)

**Physics (10 cr.)**

Select one of the following sequences:

**SEQUENCE 1**

- PHYS-P 201 General Physics 1 (5 cr.)  
 PHYS-P 202 General Physics 2 (5 cr.)

**SEQUENCE 2**

- PHYS-P 221 Physics 1 (5 cr.)  
 PHYS-P 222 Physics 2 (5 cr.)

**Speech (3 cr.)**

- SPCH-S 121 Public Speaking

**Statistics (3 cr.)**

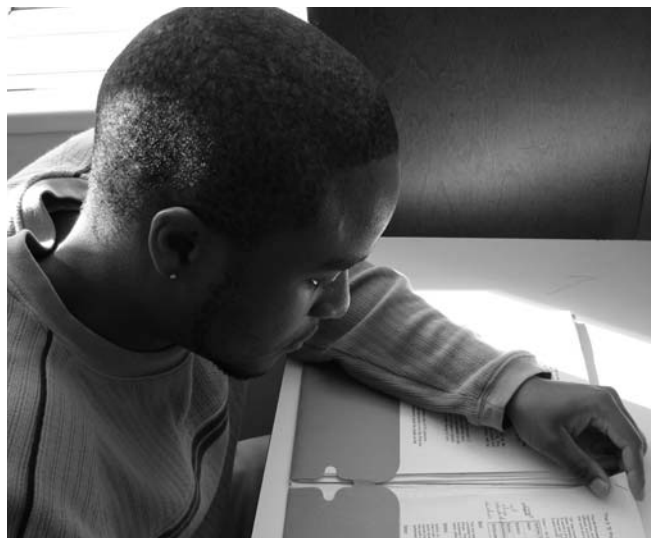
One course in statistics

**Electives (9 cr.)**

Three courses in the humanities or social sciences;

- ECON-E 104 Introduction to Macroeconomics (recommended)

All required preveterinary courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in preveterinary course work at IU South Bend should contact the health professions advisor, Ann Grens, in biological sciences soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to [agrens@iusb.edu](mailto:agrens@iusb.edu) or call (574) 520-4426.



## SPECIAL PROGRAMS

### OUTSIDE MINOR IN BUSINESS ADMINISTRATION

Students who are pursuing a four-year degree in the College of Liberal Arts and Sciences may combine formal study in business administration with their stated major in the College of Liberal Arts and Sciences by concurrently completing an outside minor in business administration. Students who select this program must notify the college counselor-recorder and the School of Business and Economics advisor before the end of their junior year.

#### REQUIREMENTS (18 CR.)

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

- BUS -A 201 Introduction to Financial Accounting
  - BUS-F 260 Personal Finance
  - BUS -L 201 Legal Environment of Business
  - BUS-W 100 Business Administration: Introduction  
(must be taken in the freshman or sophomore year)
  - ECON-E 103 Introduction to Microeconomics
- Select one of the following courses (after completing required prerequisites):
- BUS-F 301 Financial Management
  - BUS-J 404 Business and Society
  - BUS-M 301 Introduction to Marketing Management
  - BUS-P 301 Operations Management
  - BUS-Z 302 Managing and Behavior in Organizations

Students must attain a minimum GPA of 2.0 (C) in all the above courses and not less than a C grade in each course. These courses cannot be taken by correspondence study or by independent study. They also may not be studied through an internship.

Students who do not plan to complete the outside minor in business administration but who wish to supplement their major in the school with a small number of business courses in a single business area—such as accounting, finance, marketing, or other specialized study—should select business and economics courses in consultation with an advisor from the School of Business and Economics.

### OUTSIDE MINOR IN FINANCE FOR NON-BUSINESS MAJORS

Students who are pursuing a four-year degree in non-business programs may combine formal study in finance with their stated major by concurrently completing an outside minor in finance. Students who elect this program must notify their advisor and the School of Business and Economics advisor before the end of their junior year.

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

#### REQUIREMENTS (30 CR.)

##### *Prerequisites*

- BUS -A 201 Introduction to Financial Accounting
- BUS-K 201 The Computer in Business (or any computer course)

- ECON-E 104 Introduction to Macroeconomics
- ECON-E 270 Introduction to Statistical Theory in Economics and Business  
(or any statistics course)
- MATH-M 118 Finite Mathematics

##### *Finance Courses*

- BUS-F 260 Personal Finance
- BUS-F 301 Financial Management
- BUS-F 302 Financial Decision Making
- BUS-F 345 Money, Banking, and Capital Markets
- BUS-F 420 Investment

For non-business majors, the BUS-F 301 course requires prerequisites of BUS-A 201, ECON-E 104, and ECON-E 270 or any statistics course. The BUS-F 301 course is a prerequisite for BUS-F 302, BUS-F 345, AND BUS-F 420.

Students must attain a minimum cumulative grade point average of 2.0 (C) in each course. These courses cannot be taken by correspondence study or by independent study; they also may not be studied through an internship.



### MINOR IN MANAGEMENT SKILLS

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

For the minor in management skills, the following courses are required:

#### REQUIREMENTS (22 CR.)

- BUS-A 201 Introduction to Financial Accounting
- COAS-Q 400 Job Search Strategies for Liberal Arts Students (1 cr.)
- ECON-E 103 Introduction to Microeconomics

ENG-W 231 Professional Writing Skills  
 SPCH-S 223 Business and Professional Speaking

Select one of the following:

BUS-K 201 The Computer in Business

CSCI-A 106 Introduction to Computing

Select one of the following:

BUS-A 202 Introduction to Managerial Accounting

ECON-E 104 Introduction to Macroeconomics

Select one of the following:

BUS-W 100 Business Administration: Introduction

SPEA-V 366 Managing Behavior in Public  
 Organizations

SPEA-V 373 Personnel Management in the Public  
 Sector



### **CORRECTIONAL MANAGEMENT CERTIFICATE**

A student may earn a Certificate in Correctional Management while working for a bachelor's degree in the College of Liberal Arts and Sciences, completing all the requirements in four years.

Selection of courses for the liberal arts and sciences general education requirement should be made with the certificate program in mind.

Early consultation with an advisor in the School of Public and Environmental Affairs is advised. For a description of the requirements for the certificate program, see the School of Public and Environmental Affairs section of this *Campus Bulletin*.

### **CERTIFICATE IN INTERNATIONAL STUDIES**

The Certificate in International Studies allows students from all disciplines to add international breadth to their program. In an increasingly interdependent world, it is vital to develop expertise in this area. Evidence of focused international study is looked upon as a key distinction by employers in business, government, education, the arts, human services, and other areas, as well as by graduate and professional schools.

The certificate consists of a minimum of 15 credit hours of courses designated as having an international focus, and two semesters of a world language. Although not required, a study abroad experience is recommended. All study abroad counts toward the certificate, and if it involves another language, it also counts toward the language requirement.

The 21 hours must be distributed as follows:

—6 credit hours in a world language

—15 credit hours (after the world language) must include no more than one 100-level and at least one 400-level course

The 21 credit hours must include courses from three academic units in a program that focuses either on a topic or a geographic area. The courses can also satisfy other liberal arts and sciences requirements.

If you wish to earn a Certificate of International Studies, please contact the director of international programs.

### **INTERNATIONAL STUDIES MINOR**

International studies is the cross-national interdisciplinary study of contemporary global issues and world regions. It combines the social sciences, humanities, and professional fields to create an interdisciplinary approach to understanding our increasingly interconnected world.

The minor consists of a minimum of 15 credit hours in at least three different disciplines including a mandatory capstone course, and at least Level 2 competency in a world language. The 15 credit hours must be distributed as follows:

100 or 200-level core courses with broad international content (3-6 cr.)

300-400 level core courses with broad international content (6-9 cr.)

SOC-S 410 Topics in Social Organization  
 (International Inequalities)

INTL-I490 Capstone Seminar  
 (International Inequalities)

For a listing of core courses, see the International Studies minor brochure or contact the director of international programs. If you wish to earn an International Studies minor, please contact the director of international programs.

### **SECONDARY TEACHERS' CERTIFICATES**

With careful planning, a student may earn a standard teacher's certificate while working for a bachelor's degree in the College of Liberal Arts and Sciences. For details, see School of Education in this *Campus Bulletin*.

## **DIVISION OF EXTENDED LEARNING SERVICES**

**JACQUELINE A. NEUMAN, DIRECTOR**

**OFFICE: ADMINISTRATION BUILDING 128A**

**TELEPHONE: (574) 520-4261**

**INTERNET ADDRESS: [www.iusb.edu/~extendsb](http://www.iusb.edu/~extendsb)**



Rendering of the new IU South Bend Elkhart Center opening fall 2007 at 125 East Franklin Street, Elkhart.

### **MISSION**

The mission of Extended Learning Services is to provide access to quality educational opportunities for life-long learning that complement the greater mission of Indiana University South Bend in order to meet and respond to the changing educational and economic development needs of the diverse populations in the communities we serve.

### **VISION STATEMENT**

We bring IU to you.

### **GUIDING PRINCIPLE**

Life-long learning that is: Ready, Relevant, Right Now!

### **COMMITMENTS OF EXTENDED LEARNING SERVICES**

Customer responsive programs, internal outreach, community outreach, empowered staff, fiscal integrity, and dynamic systems.

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## CONTINUING EDUCATION PERSONAL AND PROFESSIONAL DEVELOPMENT

**OFFICE:** Administration Building 128  
**TELEPHONE:** (574) 520-4261  
**INTERNET ADDRESS:** [www.iusb.edu/~extendsb](http://www.iusb.edu/~extendsb)

### GENERAL INFORMATION

Providing personal and professional development through lifelong learning is the mission of Continuing Education. For most programs, formal admittance to the university is not required. Each year thousands of participants attend hundreds of educational programs in South Bend, Elkhart, Plymouth, and other locations. Credit and noncredit courses, certificate programs, workshops, conferences, special events, distance education, and customized training and consulting are offered throughout the year.

Most courses and workshops carry nationally recognized continuing education units (CEUs). These units document work completed.

### NONCREDIT CERTIFICATE PROGRAMS

Noncredit certificate programs offer individuals a guided course of study for professional growth and advancement opportunity. The following programs may be completed in one or more years of part-time study:

- Customized Certificates to Meet Individual Needs
- Human Resource Practitioner
- Not-For-Profit Leadership
- Personal Computers (Mastering Word, Excel, or Access; Using Microsoft Office, Basic Web Design)
- Production and Inventory Management—offered in cooperation with the Michiana Chapter of APICS
- Quality Management—offered in cooperation with the American Society for Quality (ASQ), Michiana Section 1005
- Supervisory Management

### COURSES AND WORKSHOPS

Public courses and workshops are offered in the following areas:

- Arts and Humanities
- Communications
- College Preparation
- Computer Training (MS Office, Web Design)
- Health Professions Institute (Continuing Education for Nurses, Dental Hygienists and Assistants, Pharmacy Technician Training, Medical Terminology, Coding and Transcription)
- Home and Garden
- Languages
- Personal Enrichment
- Professional Certificate Examination Prep Courses (CPIM, CSPP, SPHR, PHR, ASQ, CMA)

- Real Estate Prelicensing
- Test Preparation (SAT, GMAT, GRE, LSAT)
- Weekend Workshops
- Youth Programs
- Institute of Reading Development
- Mini-University

### CONFERENCES

The Division of Extended Learning Services annually co-sponsors the Early Childhood Conference at IU South Bend with the School of Education and community partners.

### BUSINESS AND INDUSTRY SERVICES

Continuing Education provides training and consulting services for business, industry, and other community-based organizations. Principal program areas are:

- Business Communication
- Supervision and Management
- Computers
- Quality Management
- Spanish/English for Speakers of Other Languages

Send e-mail to [conted@iusb.edu](mailto:conted@iusb.edu) for information about other programs for business and industry.

### CREDIT CERTIFICATE PROGRAMS

#### PARALEGAL STUDIES PROGRAM

The Paralegal Studies program was developed in 1980 by Continuing Education with the assistance of IU South Bend faculty members and an advisory board of area attorneys. This part-time, evening, 25 credit hour interdisciplinary program incorporates courses from the School of Public and Environmental Affairs, School of Business and Economics, and College of Liberal Arts and Sciences. Students begin the program in the fall semester. Courses are arranged sequentially and are offered only once each year. The program is usually completed in two and one-half years. Send e-mail to [conted@iusb.edu](mailto:conted@iusb.edu) for further information.

#### MONTESSORI TEACHER ACADEMY

IU South Bend and the Montessori Academy at Edison Lakes co-sponsors an intensive one-year teacher training program for early childhood Montessori teachers. The program is affiliated with the American Montessori Society (AMS) and accredited by the Montessori Accreditation Commission for Teacher Education (MACTE). Satisfactory completion prepares qualified individuals to receive AMS certification. Undergraduate credit is available through the School of Education. Send e-mail to [conted@iusb.edu](mailto:conted@iusb.edu) for further information.

#### TESTING SERVICES

The Division of Extended Learning Services is a host site for Indiana University School of Continuing Studies independent study examinations. Students are responsible for arranging examination dates and times. There is no charge for testing. Call to schedule an examination.



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## DISTANCE EDUCATION

**OFFICE:** Administration 128  
**TELEPHONE:** (574) 520-4261  
**INTERNET ADDRESS:** [www.iusb.edu/~extendsb](http://www.iusb.edu/~extendsb)

Credit and noncredit courses are offered through Extended Learning Services. Distance based credit courses are listed by the discipline offering them in the *Schedule of Classes* each semester. Noncredit personal and professional development courses offered online can be found on the continuing education Web site. See the left side of the page and click e-learning for detailed information about these courses.

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## SCHOOL OF EDUCATION CONTINUING EDUCATION FOR TEACHERS

**OFFICE:** Administration Building 128  
**TELEPHONE:** (574) 520-4261  
**INTERNET ADDRESS:** [www.iusb.edu/~extendsb](http://www.iusb.edu/~extendsb)

Courses are offered off-campus for graduate credit and CRU's for teachers in collaboration with their school system. These programs are customized to meet the needs of teachers to earn graduate credit or CRU's to maintain licensure.

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## OFF-CAMPUS PROGRAMS

### GENERAL INFORMATION

Off-Campus Programs (OCP) offers credit and noncredit courses at sites other than the IU South Bend campus. OCP administrative offices are located at the IU South Bend Elkhart Center, listed below. Please refer to the off-campus Internet site for a complete list of off-campus offerings.

### STUDENT SERVICES

Off-campus student services include assistance with admission and registration information, testing services, and text-book sales.

#### *Testing Services*

IU South Bend placement examinations are scheduled throughout the year at the Elkhart and Plymouth locations. In addition, the Indiana University School of Continuing Studies offers the option of taking university courses (credit, noncredit, and high school courses) at home through the Indiana University Independent Study Program. Call OCP for further information or to schedule an independent study course examination at either the Elkhart or Plymouth off-campus location.

## ELKHART CENTER

**NEW OFFICE:** (effective fall 2007)  
 125 East Franklin Street  
 Elkhart, Indiana 46516-3609  
**OFFICE:** (through summer 2007)  
 2930 South Nappanee Street, Suite D  
 Elkhart, Indiana 46517-1014  
**TELEPHONE:** (800) 321-7834 or (574) 294-5550  
**E-MAIL ADDRESS:** [ocp@iusb.edu](mailto:ocp@iusb.edu)  
**INTERNET ADDRESS:** [www.iusb.edu/~extendsb](http://www.iusb.edu/~extendsb)

The Elkhart Center provides credit and noncredit courses each fall, spring, and summer semester. Courses leading to the Associate of Arts (Liberal), Associate of Arts in General Studies, Associate of Science in Business, Bachelor of General Studies, and Master of Business Administration (M.B.A.) degrees are offered during the day, in the evening, and on Saturday.

General education required courses are offered (SmartStart Program), preparing students for most degree programs offered on the main campus. Extended office hours and over 60 hours of open computer laboratory time are available in Elkhart.

#### *Scholarships*

The SmartStart Program allows students who complete 24 credit hours of general education courses in Elkhart to be eligible to apply for a Verizon scholarship.

Other scholarship opportunities are also available for students attending IU classes in Elkhart. Call for additional information.

## PLYMOUTH

**OFFICE:** 857 Lincolnway East  
 Plymouth, Indiana 46563-1936  
**TELEPHONE:** (800) 321-7834 or (574) 936-1954  
**INTERNET ADDRESS:** [www.iusb.edu/~extendsb](http://www.iusb.edu/~extendsb)

IU South Bend offers a variety of general education courses in Plymouth in the evening during the week and on Saturday morning. Classes are held at Plymouth High School, located off Randolph Street at #1 Big Red Drive. Eight to ten undergraduate courses are offered each semester and graduate education courses are offered at various times during the year. Various noncredit courses are also offered in the Plymouth area.

In addition to offering classes at the high school, IU South Bend has an office in Plymouth at 857 Lincolnway East. Call for additional information.

# DIVISION OF NURSING AND HEALTH PROFESSIONS

MARY JO REGAN-KUBINSKI, DEAN

TELEPHONE: (574) 520-4207

INTERNET ADDRESS: [www.iusb.edu/~sbhealth](http://www.iusb.edu/~sbhealth)

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## DENTAL EDUCATION

**DIRECTOR:** Yokom  
**OFFICE:** Riverside Hall 113  
**TELEPHONE:** (574) 520-4158  
**INTERNET ADDRESS:** [www.iusb.edu/~sbdental](http://www.iusb.edu/~sbdental)

**ASSOCIATE PROFESSORS:** Klein, Yokom  
**ASSISTANT PROFESSOR:** Schafer  
**CLINICAL ASSISTANT PROFESSOR:** Douglas  
**LECTURERS:** Gresback, Hawkins  
**FACULTY EMERITUS:** Markarian

### MISSION

The mission of the programs in dental education is to provide education and clinical experiences to undergraduate students for future roles as oral health professionals. The programs are committed to excellence in the theory and practice of dental assisting and dental hygiene and in the development of competent, socially sensitive, culturally diverse, and ethically responsible professionals.

The programs in dental education award the Certificate in Dental Assisting and the Associate of Science in Dental Hygiene.

As an integral part of its mission, the programs operate a primary health care facility, the IU South Bend Dental Hygiene Clinic, which provides preventive oral health services at moderate cost to the residents of Michiana. The setting emphasizes oral health education, promotes increased oral health awareness among consumers, and fills a void in meeting the needs of the dentally underserved. The clinic is open to the public from September through June.

### ACCREDITATION

The IU South Bend dental assisting and dental hygiene programs are fully accredited by the American Dental Association Commission on Dental Accreditation and are affiliated with the Indiana University School of Dentistry.

### THE STUDENT'S RESPONSIBILITY

All colleges establish academic requirements that must be met before a degree is granted. These regulations include such things as curricula and courses, the requirements for majors and minors, and university procedures. Advisors and faculty are available to advise students on how to meet these requirements, however each student is individually responsible for fulfilling them. If requirements are not satisfied, the degree is withheld pending satisfactory fulfillment. It is important that each student be well acquainted with all requirements described in this *Campus Bulletin* and the clinic manuals of the dental assisting and dental hygiene programs.

Students in the dental assisting and dental hygiene programs are expected to comply with the *Professional Codes of Conduct* and the *Statement of Essential Abilities* as outlined in the clinic manuals.

## DENTAL ASSISTING

The dental assisting program is a one-year, two-semester program. The full-time program begins in the fall semester and ends in May, at the end of the spring semester. Students may attend the program part time, beginning in August or January. Upon graduation, students receive a Certificate in Dental Assisting and are eligible to sit for the Dental Assisting National Board.

### MISSION

The mission of the dental assisting program is to educate and prepare students for entry-level positions as qualified chairside dental assisting professionals. Upon successful completion of the dental assisting program, graduates are able to:

- Apply the principles of dental assisting theory and practice required to carry out operator, laboratory, and office procedures which support the delivery of dental care.
- Practice dental assisting using the highest level of professional ethics, jurisprudence, and professional conduct necessary to deliver quality dental care to the public.

### GENERAL INFORMATION

The dental assisting program at IU South Bend prepares career-minded individuals for positions in the dental health care delivery system. The curriculum embodies the theory and practice of modern dental assisting and at the same time recognizes the demands of adult education.

Currently, the demand for skilled dental assistants exceeds the supply both locally and nationally. Work options include full-time, part-time, and flexible hours. The variety of tasks a dental assistant performs allows the individual to be challenged by diverse responsibilities or to specialize. Specialization includes children's dentistry, orthodontics, oral surgery, office management, and expanded functions. The present career forecast predicts excellent job opportunities well into the twenty-first century.

The program includes lecture, laboratory, clinical instruction, and clinical practice.

The curriculum provides instruction in the theory and practice of chairside assisting, dental radiology, laboratory techniques, and office practice management. A chairside dental assistant prepares for and participates in patient treatment, sterilizes instruments, and mixes various restorative and impression materials. Dental assistants expose, develop, duplicate, and mount radiographs. Laboratory procedures in dental assisting consist of pouring models, fabricating custom trays, making temporary crowns, and carrying out other basic laboratory procedures. Office practice management responsibilities include making and confirming appointments, maintaining patient and office records, working with insurance information, and ordering office and dental supplies. The clinical practice phase (externship) of the program allows students to apply their skills and gain practical experience in private dental practices, specialty practices, and community clinics.

Graduate dental assistants are eligible to sit for the Dental Assisting National Board (DANB). The DANB has three components: chairside dental assisting, infection control, and radiation health and safety. In the state of Indiana, it is mandatory that any dental assistant exposing dental radiographs pass the Radiation Health and Safety component of the DANB. Upon successful completion of this component; the scores are submitted to the state of Indiana and the graduate may apply for and be granted a certificate to expose radiographs in the state.

A North Central Dental Society Dental Assisting Grant is available to qualified students for fall and spring semesters. To obtain a grant application or for further information, contact the director of dental education. If applying for other financial aid benefits, contact the IU South Bend financial aid office.

## ADMISSION

The program in dental assisting admits students two times per year.

### *Full-time Students*

Full-time students are admitted in the fall semester only and complete the program in two semesters.

### *Part-time Students*

Part-time students are admitted in the fall or spring semester:

- Part-time students admitted in the fall semester complete the program in four semesters.
- Part-time students admitted in the spring semester complete the program in three semesters. Students attend classes part time in the spring semester, full time in the second semester (fall semester), and are part time again in the third semester (spring semester).
- Part-time students admitted in the spring should delay admission into the program if they are unable to attend classes full time in the fall semester.

## ADMISSION REQUIREMENTS

To be considered for admission into the dental assisting program, an applicant must:

- Be accepted by IU South Bend
- Complete the dental assisting application
- Complete placement examinations
- Observe a dental assistant for eight hours
- Submit high school and college transcripts

No action is taken on applications until all documents are submitted.

### *Qualified applicants have*

- Minimum high school GPA of 2.0 or GED of 50
- Minimum college GPA of 2.0 or higher
- Satisfactory scores on placement examinations
- Completed observations of a dental assistant(s)

## OTHER ADMISSION POLICIES

### *Fall Semester Admission*

Students with completed applications are notified of their admission status no later than July 15.

### *Spring Semester Admission*

Students with completed applications are notified of their admission status no later than November 1.

Late applications are considered.

### *Registration*

Students accepted into the program must register by August 15 for fall admission and December 15 for spring admission.

### *Orientation*

Students are required to attend the Division of Nursing and Health Professions orientation and the dental assisting program orientation.

### *Medical and Dental Forms*

Students must submit medical and dental forms within 30 days of the first day of classes.

### *CPR*

Students must submit a copy their current CPR card no later than October 1. The American Heart Association Health Care Provider or the Red Cross Professional Rescuer meets the CPR requirement. Students who are not certified are suspended from clinical courses until certification or recertification is completed.

## ACADEMIC POLICIES

Students are expected to comply with the:

- Academic regulations and policies of Indiana University
- Components of the *Statement of Essential Abilities* of the IU South Bend dental assisting program

## ACADEMIC POLICIES

- Students must earn a grade of C or higher in all required courses and maintain a semester and overall GPA of at least 2.0. A student who does not meet the academic regulations of the university and the dental assisting program is placed on probation.
- Students must follow the dental assisting course sequence as outlined in the section on curriculum. Failure to follow the sequence can result in delayed/denied admission to the next course sequence.
- Students who do not pass DAST-A 171 Clinical Science I with a grade of C or higher are not eligible to continue in the course sequence and their status is changed to out-of-sequence. Out-of-sequence students must follow the policies and procedures regarding reinstatement in order to complete the program. If a student does not pass DAST-A 172 Clinical Science II with a grade of C or higher, the course DAST-A 171 Clinical Science I must be repeated before retaking DAST-A 172 Clinical Science II.

- Students who do not pass one of the fall semester radiology courses (DAST-H 303 Dental Radiology or DAST-H 305 Radiology Clinic I) with a grade of C or higher are not able to expose radiographs on patients until the course is repeated and a grade of C or higher is achieved. The course must be repeated the next semester it is offered. If a student does not pass DAST-H 306 Radiology Clinic II they are not eligible for graduation.
- A student is dismissed from the program if any two clinical science courses, any two radiology courses, or a combination of two of the courses are not passed with a grade of C or higher.
- All dental assisting courses, other than clinical science or radiology courses, that are not passed must be retaken and passed with a grade of C or higher the next time they are offered to continue in the program.
- Students who fail two or more courses in a semester are not automatically promoted to the next semester. Promotion is determined on a case-by-case basis and in concert with other policies regarding promotion.
- Students must be certified in CPR before then begin DAST-A 172 Clinical Science II and must remain certified while enrolled in clinical courses (American Red Cross Professional Rescuer or American Heart Association Health Care Provider is acceptable.) Students without required certification are not allowed to participate in clinical rotations.
- Students must provide a current health evaluation (history and physical examination), dental evaluation, and record of immunization status by September 30.

### **PART-TIME STUDENTS**

Part-time students who fail two or more courses in a single semester are not promoted to the next semester and may be dismissed from the program. Under any circumstances, they must apply for reinstatement.

Part-time students who fail two or more first-year courses cannot begin the second year course sequence until all first-year courses are completed with a grade of C or higher and are no longer on academic probation.

### **GOOD STANDING**

To remain in good standing, a student must:

- Maintain a grade of C (2.0) or higher in each required course
- Not repeat any course more than once
- Maintain an overall GPA of 2.0 or above
- Demonstrate ethical and professional behavior
- Follow the required course sequence

### **CLINICAL PROMOTION**

In addition to the general academic policies, students must meet the following requirements to be promoted through the clinical course sequences:

- Students are promoted to DAST-A 172 Clinical Science II upon successful completion of DAST-A 171 Clinical Science I.
- Students are promoted to DAST-H 306 Radiology Clinic II upon successful completion of DAST-H 303 Dental Radiology and DAST-H 305 Radiology Clinic I.

### **ACADEMIC PROBATION**

A student is placed on academic probation for the duration of the next regular semester following the one in which they failed to:

- Attain a single course grade of C or higher
- Attain a cumulative grade point of 2.0
- Demonstrate acceptable ethical or professional behavior
- Follow the required course sequence
- Abide by the Indiana University *Code of Student Rights, Responsibilities, and Conduct*

The academic standing of probation is removed the semester the reason for probation is corrected.

### **DISMISSAL**

A student is dismissed from the program when there is a lack of progress toward the degree. Lack of progress includes, but is not limited to:

- Failure to achieve a cumulative GPA of 2.0 in any two consecutive semesters
- Failure to complete all required courses with a minimum grade of C by the second completed attempt
- Failure to retake and pass, with a grade of C or higher, dental assisting courses offered once a year
- Failure to meet the stipulations of probation
- Failure to meet all the criteria components of the essential abilities contract
- Failure to meet all the requirements for reinstatement

Dismissal may occur without prior probation.

### **APPEALS**

A student may appeal a recommendation for probation or dismissal in accordance with the IU South Bend appeals process, as outlined in this *Campus Bulletin*.

### **WITHDRAWAL**

See Academic Regulations and Policies for all campuses in this *Campus Bulletin* for policies regarding:

- Withdrawal from a class
- Withdrawal from the university

A grade lower than a C is not a valid reason for withdrawal from a course.

### **WITHDRAWAL FROM THE DENTAL ASSISTING PROGRAM**

Students who withdraw from the dental assisting program may apply for reinstatement. Students who withdraw a second time are not readmitted or eligible for reinstatement.

**LEAVE OF ABSENCE**

Students must submit, in writing, using the change in academic standing form, a request for a leave of absence to the director of dental education. Requests for leave of absence are evaluated and approved on the basis of academic standing and potential for progress toward the degree.

Students granted a leave of absence, delaying the clinical course sequence, changes their status within the program to out-of-sequence. Therefore, the policies and procedures for reinstatement apply to them. Reinstatement is granted depending upon the availability of clinical spaces and satisfactory completion of any condition and/or faculty recommendations existing at the time of leave. Reinstatement to the programs in dental education is not guaranteed. The change in academic standing form is available on the dental education Web site.

**REINSTATEMENT POLICY AND PROCEDURES**

All out-of-sequence students must apply for reinstatement. Dental assisting students who are out-of-sequence include students who:

- Fail a clinical course
- Withdraw from a clinical course
- Take a leave of absence, which affects clinical standing

**Reinstatement Procedures**

- A. Students who wish to be reinstated must submit a written request to the director of dental education by:
- June 1 for fall semester reinstatement
  - October 1 for spring semester reinstatement

The request requires:

- A list of the specific course(s) in which the student wishes to enroll.
  - An explanation of the extenuating circumstance that may have hindered academic performance
  - A brief outline of the student's action plan.
- B. All requests for reinstatement are evaluated on the basis of successful completion of any requirements or faculty recommendations and available clinical positions
- C. Students who are reinstated must adhere to the academic policies in effect at the time of reinstatement
- D. Policies on remediation for students failing clinical practice courses:
- Students who fail DAST-A 171 Clinical Science I must retake and pass the course with a grade of C or higher before beginning the second semester courses
  - Students who fail DAST-A 172 Clinical Science II must retake DAST-A 171 Clinical Science I and pass the course with a grade of C or higher before retaking DAST-A 172 Clinical Practice II
  - Out-of-sequence students who have been out of the program for more than one semester must be re-evaluated for radiographic skills. Re-evaluation consists of a clinical and written examination. Students who pass both parts of the examination can enroll in the appropriate radiology course. Students who fail the examination must retake

DHYG-H 303 Dental Radiology and DHYG-H 305 Radiology Clinic I before enrolling in DHYG-H 306 Radiology Clinic II.

- E. Upon successful demonstration of academic and clinical competencies within the designated time, the student is reinstated into the dental assisting program. The student may reenroll in the sequential courses the next time it is offered in the curriculum.

**TRANSFER CREDITS****Transfer between Indiana University campuses**

Dental assisting students in good academic standing at another Indiana University campus may seek intercampus transfer. Students seeking intercampus transfer must meet the academic policies of the IU South Bend program. Intercampus transfer requests are evaluated individually on the basis of clinical space available and a review of student records.

**Transfers from Non-Indiana University Dental Assisting Programs**

Dental assisting students in good academic standing at another university who wish to transfer should contact the director of dental education. The director evaluates dental assisting courses completed at another university for transfer equivalency and student placement. All other transfer policies must be followed.

**FULL-TIME CURRICULUM****REQUIRED COURSES**

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

**First Semester–Fall (18 cr.)**

- DAST-A 111 Anatomy, Physiology, and Oral Pathology (2 cr.)
- DAST-A 114 Oral Anatomy, Histology, and Embryology (2 cr.)
- DAST-A 131 Dental Materials I
- DAST-A 141 Preventive Dentistry and Nutrition (2 cr.)
- DAST-A 162 Written and Oral Communication (1 cr.)
- DAST-A 171 Clinical Science I (4-6 cr.)
- DAST-H 303 Dental Radiology (2 cr.)
- DAST-H 305 Radiology Clinic I (1 cr.)

**Second Semester–Spring (15 cr.)**

- DAST-A 112 Dental and Medical Emergencies and Therapeutics (2 cr.)
- DAST-A 113 Anatomy, Physiology, and Oral Pathology II (1 cr.)
- DAST-A 132 Dental Materials II (2 cr.)
- DAST-A 161 Behavioral Science (1 cr.)
- DAST-A 172 Clinical Science II (4-6 cr.)
- DAST-A 182 Practice Management, Ethics, and Jurisprudence
- DAST-H 306 Radiology Clinic II (1 cr.)

## PART-TIME CURRICULUM (FALL ADMISSION)

### REQUIRED COURSES

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

#### First Semester–Fall (7 cr.)

- DAST-A 111 Anatomy, Physiology, and Oral Pathology (2 cr.)
- DAST-A 114 Oral Anatomy, Histology, and Embryology (2 cr.)
- DAST-A 141 Preventive Dentistry and Nutrition (2 cr.)
- DAST-A 162 Written and Oral Communication (1 cr.)

#### Second Semester–Spring (7 cr.)

- DAST-A 112 Dental and Medical Emergencies and Therapeutics (2 cr.)
- DAST-A 113 Anatomy, Physiology, and Oral Pathology II (1 cr.)
- DAST-A 161 Behavioral Science (1 cr.)
- DAST-A 182 Practice Management, Ethics, and Jurisprudence

#### Third Semester–Fall (11 cr.)

- DAST-A 131 Dental Materials I
- DAST-A 171 Clinical Science I (4-6 cr.)
- DAST-H 303 Dental Radiology (2 cr.)
- DAST-H 305 Radiology Clinic I (1 cr.)

#### Fourth Semester–Spring (8 cr.)

- DAST-A 132 Dental Materials II (2 cr.)
- DAST-A 172 Clinical Science II (4-6 cr.)
- DAST-H 306 Radiology Clinic II (1 cr.)

## PART-TIME CURRICULUM (SPRING ADMISSION)

### REQUIRED COURSES

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

#### First Semester–Spring (6 cr.)

- DAST-A 112 Dental and Medical Emergencies and Therapeutics (2 cr.)
- DAST-A 161 Behavioral Science (1 cr.)
- DAST-A 182 Practice Management, Ethics, and Jurisprudence

#### Second Semester–Fall (18 cr.)

- DAST-A 111 Anatomy, Physiology, and Oral Pathology (2 cr.)
- DAST-A 114 Oral Anatomy, Histology, and Embryology (2 cr.)
- DAST-A 141 Preventive Dentistry and Nutrition (2 cr.)
- DAST-A 131 Dental Materials I
- DAST-A 162 Written and Oral Communication (1 cr.)
- DAST-A 171 Clinical Science I (4-6 cr.)
- DAST-H 303 Dental Radiology (2 cr.)
- DAST-H 305 Radiology Clinic I (1 cr.)

#### Third Semester–Spring (9 cr.)

- DAST-A 113 Anatomy, Physiology, and Oral Pathology II (1 cr.)
- DAST-A 132 Dental Materials II (2 cr.)
- DAST-A 172 Clinical Science II (4-6 cr.)
- DAST-H 306 Radiology Clinic II (1 cr.)

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## DENTAL HYGIENE

The mission of the program in dental hygiene at IU South Bend is to prepare students for entry-level positions as clinical dental hygienists. Graduates of dental hygiene at IU South Bend are able to:

- Utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services.
- Communicate—write, speak, listen—effectively to acquire, develop, and convey professional concepts, ideas, and information.
- Practice their profession adhering to the ethical, legal, and professional codes of conduct expected of the dental hygiene practitioner.

## GENERAL INFORMATION

Dental hygiene is the study of the art and science of preventive oral health care including the management of behavior to prevent oral disease and promote health. The first year of study consists of general education and biomedical courses which serve as the foundation of the dental hygiene curriculum and represent a knowledge base for the profession. The second two years incorporate courses in dental and dental hygiene sciences and provide the theoretical and clinical framework of dental hygiene practice.

Students must complete 29 credit hours of prerequisite courses before entering the dental hygiene program. These required courses may be taken at any accredited college or university; however, they should not be taken on a Pass/Fail basis. Any exceptions must be approved by the Admissions and Promotions Committee. The student must maintain a C average or higher to be accepted as a transfer student by Indiana University. In each dental hygiene prerequisite course, a grade of C or higher must be earned.

Once accepted into the program, the student attends two years (five semesters) of courses designed to provide the educational and clinical background necessary for the practice of dental hygiene. Following completion of the program, an Associate of Science degree is conferred by the Indiana University School of Dentistry. Graduates are eligible to take state licensing examinations and the Dental Hygiene National Board Examination.

A limited number of part-time positions are available. Students enrolled in the part-time program extend the two years of professional course work over a three-year period. Applicants for the part-time program must meet all admission criteria and follow the same admission process as full-time students.

Students who are interested in pursuing a bachelor's degree may do so by applying their work in dental hygiene to the Bachelor of General Studies or the Bachelor of Science in Health Services Management in the School of Public and Environmental Affairs. Students should work closely with advisors in those programs while pre-dental hygiene students or as soon as they are admitted into the dental hygiene program.

## ADMISSION POLICIES

### PRE-DENTAL HYGIENE PROGRAM

Students are admitted as pre-dental hygiene students while they are completing the first year of study. The student services staff of the Division of Nursing and Health Professions provides academic advising for pre-dental hygiene students. Call (574) 520-4571 to make an appointment with an advisor.

### PROFESSIONAL PROGRAM

One class is admitted into the dental hygiene program each year to begin the course of study in the fall. Admission is determined by the Dental Hygiene Admission and Promotions Committee. An application for admission to the dental hygiene program must be completed and returned to the Office of Dental Education by February 1. Each applicant is evaluated on the basis of academic preparation and record.

### CRITERIA FOR ADMISSION ELIGIBILITY

- Are admitted or are eligible for admission to Indiana University. Applications must be sent to the IU South Bend Office of Admissions.
- Submit required admission materials to the dental hygiene program.
- Complete all prerequisite courses or their equivalent with a grade of C or higher in each course.

### REQUIRED ADMISSION MATERIALS

#### *Dental Hygiene Program Application*

This is different than the Indiana University application, is obtained from the Office of Dental Education, and must be returned to this office. This application is valid only for the IU South Bend dental hygiene program, not other Indiana University dental hygiene programs.

#### *Curriculum Information Sheet*

This is obtained from the Office of Dental Education and is also returned to that office. Curriculum information sheets or similar forms from other programs are not accepted.

#### *College Transcript*

An official transcript from all colleges and universities attended must be submitted to the dental hygiene program in addition to the transcripts required by the IU South Bend Office of Admissions. A transcript for course work completed at Indiana University is not required

### *Documentation of Dental Hygiene Observations*

Applicants must observe at least three different dental hygienists in at least two different practice settings for a total of sixteen hours. To document the observation, request the dental hygienist to provide the following information on their office letterhead: your name, date, time of observation, and their signature. An appointment for dental hygiene treatment at the IU South Bend Dental Clinic during the academic year may be substituted for four hours of observation.

**NOTE: STUDENTS MUST COMPLETE ALL REQUIRED PREREQUISITE COURSE WORK BEFORE THEY ARE ELIGIBLE TO ENROLL IN DENTAL HYGIENE CLASSES.**

Applicants selected for regular admission and who meet the February 1 application deadline are notified of their admission status. To hold a place in the class, applicants must return the confirmation form and register for classes by July 15. Applications received after the February 1 deadline are accepted. Once acceptance is finalized, students enrolled at other Indiana University campuses must complete an inter-campus transfer before they can enroll and register for classes at IU South Bend.

## ACADEMIC REGULATIONS

Students are expected to comply with the:

- Academic regulations and policies of Indiana University
- *Professional Codes of Conduct* of the American Dental Hygienists' Association
- Components of professional development of the IU South Bend dental hygiene program

Students admitted to the dental hygiene program should consult the clinic manual for updates and additional policies governing academic policies, procedures, and academic standing.

### ACADEMIC POLICIES

- Students must earn a grade of C or higher in all required courses, including general education courses, and maintain a semester and overall GPA of at least 2.0. A student who does not meet the academic regulations of the university and the dental hygiene program is placed on academic probation.
- Students must follow the dental hygiene course sequence as outlined in this *Campus Bulletin*. Failure to follow the sequence can result in delayed/denied admission to the next course sequence.
- If a student does not pass one of the *clinical practice courses* (DHYG-H 218 Fundamentals of Dental Hygiene, DHYG-H 219 Clinic Practice I, DHYG-H 301 Clinical Practice II, DHYG-H 302 Clinical Practice III) with a grade of C or higher, the student is not eligible to continue in the course sequence and her or his status is changed to out-of-sequence. Out-of-sequence students must follow the policies and procedures regarding reinstatement to complete the program.



- If a student does not pass one of the *radiology courses* (DHYG-H 303 Dental Radiology, DHYG-H 305 Radiology Clinic I, DHYG-H 306 Radiology Clinic II, DHYG-H 307 Radiology Clinic III) with a grade of C or higher, the student is not allowed to expose radiographs on patients until the course is repeated and a grade of C or higher is achieved. The course must be repeated the next semester it is offered.
- A student is dismissed from the program if any two clinical practice, any two radiology courses, or a combination of these courses are not passed with a grade of C or higher. There are no options for reinstatement.
- If a student does not pass HPER-N 220 Nutrition for Health, the course must be retaken and passed with a grade of C or higher before beginning second-year classes.
- Dental hygiene courses, other than clinical practice and radiology courses, that are not passed must be retaken and passed with a grade of C or higher the next time they are offered.
- Students must be certified in CPR before they begin DHYG-H 219 Clinic Practice I and must remain certified while enrolled in all clinical courses. (American Heart Association Health Care Provider certificate is required.)
- Students must provide a current health evaluation (history and physical examination), dental evaluation, and record of immunization status before beginning clinical practice, DHYG-H 218 Fundamentals of Dental Hygiene.

### GOOD STANDING

In order to remain in good standing, a student must:

- Maintain a grade of C (2.0) or higher in each required academic course
- Not repeat any course more than once
- Maintain an overall GPA of 2.0 or above
- Demonstrate ethical and professional behavior
- Follow the required course sequence as described in the section on curriculum

### CLINICAL PROMOTION

In addition to the general academic policies, students must meet the following requirements to be promoted through the clinical course sequences:

Students are promoted to the DHYG-H 219 Clinic Practice I upon successful completion of:

- DHYG-H 218 Fundamentals of Dental Hygiene
- DHYG-H 303 Dental Radiology

Students are promoted to DHYG-H 300 Clinical Practice A-S upon successful completion of:

- DHYG-H 217 Preventive Dentistry
- DHYG-H 219 Clinic Practice I
- DHYG-H 205 Medical and Dental Emergencies
- DHYG-H 305 Radiology Clinic I

Students are promoted to DHYG-H 301 Clinical Practice II upon successful completion of:

- DHYG-H 300 Clinical Practice A-S

Students are promoted to DHYG-H 302 Clinical Practice III upon successful completion of:

- DHYG-H 301 Clinical Practice II
- DHYG-H 306 Radiology Clinic II

### ACADEMIC PROBATION

A student is placed on academic probation for the duration of the next regular semester or summer session following the one in which they failed to:

- Attain a single course grade of C or higher
- Attain a cumulative grade point of 2.0
- Demonstrate acceptable ethical or professional behavior
- Follow the required course sequence
- Abide by the Indiana University *Code of Student Rights, Responsibilities, and Conduct*

The academic standing of probation is removed the semester the reason for probation is corrected.

### DISMISSAL

A student is dismissed from the program when there is a lack of progress toward the degree. Lack of progress includes, but is not limited to:

- Failure to achieve a cumulative GPA of 2.0 in any two consecutive semesters
- Failure to complete all required courses with a minimum grade of C by the second completed attempt
- Failure to retake and pass, with a grade of C or higher, HPER-H 220 Nutrition for Health, by the beginning of the second year of study
- Failure to retake and pass, with a grade of C or higher, dental hygiene courses offered once a year
- Failure to meet the stipulations of probation
- Failure to meet all the criteria components of the Professional Behavior Contract
- Failure to meet all the requirements for reinstatement

Dismissal may occur without prior probation.

### APPEALS

A student may appeal a recommendation for probation or dismissal in accordance with the IU South Bend appeals process, as outlined in this *Campus Bulletin*.

### WITHDRAWAL

See Academic Regulations and Policies for all campuses in the IU South Bend *Campus Bulletin* for policies regarding:

- Withdrawal from a class
- Withdrawal from the university

A grade lower than a C is not a valid reason for withdrawal from a course.

## WITHDRAWAL FROM THE DENTAL HYGIENE PROGRAM

Students who withdraw from the dental hygiene program can apply for reinstatement. Students who withdraw a second time are not readmitted or eligible for reinstatement. Students who are administratively withdrawn from the program are not eligible for reinstatement.

## LEAVE OF ABSENCE

Students must submit, in writing, a request for a leave of absence to the director of dental education. Requests for leave of absence are evaluated and approved on the basis of academic standing and potential for progress toward the degree.

Students granted a leave of absence, delaying the clinical course sequence, changes their status within the program to out-of-sequence. Therefore, the policies and procedures for reinstatement apply to them. Reinstatement is granted depending upon the availability of clinical spaces and satisfactory completion of any condition and/or faculty recommendations existing at the time of leave. Reinstatement to the programs in dental education is not guaranteed.

## REINSTATEMENT POLICY AND PROCEDURES

All out-of-sequence students must apply for reinstatement. Dental hygiene students who are out-of-sequence include students who:

- Fail a clinical course
- Withdraw from a clinical course
- Take a leave of absence

### *Reinstatement Procedures*

#### STEP 1: WRITTEN REQUEST

Students who wish to be reinstated must submit a written request, using the request for change in standing form, to the director of dental education by:

- June 1 for fall semester reinstatement
- October 1 for spring semester reinstatement

The request requires:

- A list of the specific course(s) in which the student wishes to enroll
- An explanation of the extenuating circumstance that may have hindered academic performance
- A brief outline of the student's action plan

All requests for reinstatement are evaluated on the basis of successful completion of any requirements or faculty recommendations and available clinical slots.

Students who are reinstated must adhere to the academic policies in effect at the time of reinstatement.

#### STEP 2: VALIDATION OF THEORY AND CLINICAL COMPETENCIES

Following approval of a request for reinstatement, students must validate the dental hygiene theory and clinical competencies needed to reenter the clinical practice. All theory and skill competencies must be met (validated) before a student can reenroll and begin clinical course work.

Skill validations required for each clinical sequence are as follows:

- Validation for DHYG-H 219 Clinic Practice I:  
Retake and pass with grade of C or higher DHYG-H 218 Fundamentals of Dental Hygiene
- Validation for DHYG-H 301 Clinical Practice II:  
Retake and pass with grade of C or higher DHYG-H 219 Clinic Practice I
- Validation for DHYG-H 302 Clinical Practice III:  
Retake and pass with grade of C or higher DHYG-H 301 Clinical Practice II
- Students must maintain radiology clinical competency when retaking a clinical practice course. To do this, students are required to meet, at a passing level, the radiography requirements for the clinical semester. If a student has been out of clinic practice for a semester or more, they are required to validate radiology clinical competency by completing the Radiology Laboratory Validation Test. If the student fails to pass the validation test, they are required to enroll in DHYG-H 305 Radiology Clinic I.

### *Validation Policies*

- In the event the student fails the validation clinical course, the student is dismissed from the program.

#### STEP 3: REINSTATEMENT

Upon successful demonstration of academic and clinical competencies within the designated time, the student is reinstated into the dental hygiene program. The student may reenroll in the sequential course when it is offered in the curriculum.

## TRANSFER CREDITS

### *Transfers between Indiana University Campuses*

Dental hygiene students in good academic standing at another Indiana University campus may seek inter-campus transfer. Students seeking intercampus transfer must meet the academic policies of the IU South Bend program. Intercampus transfer requests are evaluated individually on the basis of clinical space available and a review of student records.

### *Transfers from Non-Indiana University*

#### *Dental Hygiene Programs*

Dental hygiene students in good academic standing at another university who wish to transfer should contact the director of the IU South Bend dental hygiene program. The director of dental hygiene evaluates dental hygiene courses completed at another university for transfer equivalency and student placement. All other transfer policies must be followed.

## FIVE-YEAR LIMIT

Required science courses must be completed within five years prior to the beginning of dental hygiene course work.

## COURSE EXEMPTIONS

Students meeting the specific criteria may test out of DHYG-H 305 Radiology Clinic I and DHYG-H 308 Dental Materials. Applications for course exemptions are in the clinic manual.

**DHYG-H 305 Radiology Clinic I**

To be eligible to test out, students must have a current:

- State radiology certificate or
- Certificate in Dental Assisting (CDA)

**PROCEDURES**—Students must:

- Submit application to course instructor by November 1.
- Make arrangements with course instructor to take the written and clinical tests once the application is approved.
- Submit radiographs to instructor by December 1.
- Take the test no later than December 1.
- Successfully pass both the written and clinical examination with a grade of 75 percent or higher.

**Radiology Written Validation Test:**

The written radiology validation examination is an objective test that evaluates the student's knowledge of radiographic policies and procedures as outlined in the dental hygiene clinic manual.

**Radiology Laboratory Validation Test:**

- Expose, develop, mount, and evaluate FMX films of the right side of mouth using paralleling technique and develop with manual processing using DXTTR.
- Expose, develop, mount, and evaluate FMX films of the left side of mouth using bisecting technique and develop in AFP using DXTTR.
- Four retakes are allowed for the entire FMX survey.
- Films are graded according to DHYG-H 305 Radiology Clinic I criteria and must be completed at passing level.

**DHYG-H 308 Dental Materials Exemption**

To be eligible to test out of DHYG-H 308 Dental Materials, the student must have:

- Graduated from an accredited dental assisting program within the last 5 years or
- A current Certificate in Dental Assisting (CDA)

**PROCEDURES**—Students must:

- Submit an application to course instructor no later than November 1.
- Make arrangements with course instructor to take a test once application is approved.
- Take the test no later than December 1.
- Successfully pass with a score 80 percent or higher on a written examination.

**DHYG-H 308 Dental Materials Test:**

- Students may contact the course instructor for a copy of DHYG-H 308 Dental Materials objectives.

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## DENTAL HYGIENE PROGRAM

A minimum of 29 credit hours of required courses must be completed prior to acceptance into the part-time or full-time program.

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

**First Year–Required Courses (29–33 cr.)**

- CHEM-C 101 Elementary Chemistry I
- CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.)

- ENG-W 131 Elementary Composition
- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology
- SPCH-S 121 Public Speaking

Arts and humanities electives (3 cr.) (Includes communications, English, fine arts, world language, history, music, philosophy, religion, women's studies, medical terminology, and computer science)

Select one of the following:

- ANAT-A 210 Elementary Human Anatomy and
- PHSL-P 204 Elementary Human Physiology or
- PHSL-P 261 Human Anatomy and Physiology I (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology II (5 cr.)
- MICR-M 250 Microbial Cell Biology

**FULL-TIME PROGRAM COURSES**

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

**Second Year–First Semester (15 cr.)**

- DHYG-H 214 Oral Anatomy, Histology, and Embryology
- DHYG-H 218 Fundamentals of Dental Hygiene (6 cr.)
- DHYG-H 242 Introduction to Dentistry (1 cr.)
- DHYG-H 303 Dental Radiology (1 cr.)
- Arts and humanities elective

**Second Year–Second Semester (17 cr.)**

- DHYG-H 205 Medical and Dental Emergencies (1 cr.)
- DHYG-H 211 Head and Neck Anatomy (2 cr.)
- DHYG-H 213 General Pathology (1 cr.)
- DHYG-H 217 Preventive Dentistry (2 cr.)
- DHYG-H 219 Clinic Practice I (4 cr.)
- DHYG-H 305 Radiology Clinic I (1 cr.)
- DHYG-H 308 Dental Materials (2 cr.)
- HPER-N 220 Nutrition for Health

**Summer Session I (3 cr.)**

- DHYG-H 300 Clinical Practice A–S

**Third Year–First Semester (12 cr.)**

- DHYG-H 215 Pharmacology and Therapeutics (2 cr.)
- DHYG-H 301 Clinical Practice II (2 cr.)
- DHYG-H 304 Oral Pathology (2 cr.)
- DHYG-H 306 Radiology Clinic II (1 cr.)
- DHYG-H 321 Periodontics (2 cr.)
- DHYG-H 347 Community Health Education

**Third Year–Second Semester (12 cr.)**

- DHYG-H 302 Clinical Practice III (5 cr.)
- DHYG-H 307 Radiology Clinic III (1 cr.)
- DHYG-H 309 Practice of Community Dental Hygiene (2 cr.)
- DHYG-H 320 Practice Management, Ethics, and Jurisprudence (2 cr.)
- DHYG-H 351 Advanced Clinical Procedures (2 cr.)

## PART-TIME PROGRAM COURSES

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

### Second Year–First Semester (8 cr.)

- DHYG-H 214 Oral Anatomy, Histology, and Embryology  
 DHYG-H 242 Introduction to Dentistry (1 cr.)  
 Arts and humanities elective

### Second Year–Second Semester (8 cr.)

- DHYG-H 211 Head and Neck Anatomy (2 cr.)  
 DHYG-H 213 General Pathology (1 cr.)  
 DHYG-H 308 Dental Materials (2 cr.)  
 HPER-N 220 Nutrition for Health

### Third Year–First Semester (10 cr.)

- DHYG-H 218 Fundamentals of Dental Hygiene (6 cr.)  
 DHYG-H 303 Dental Radiology (1 cr.)  
 DHYG-H 347 Community Dental Health

### Third Year–Second Semester (8 cr.)

- DHYG-H 205 Medical and Dental Emergencies (1 cr.)  
 DHYG-H 217 Preventive Dentistry (2 cr.)  
 DHYG-H 219 Clinic Practice I (4 cr.)  
 DHYG-H 305 Radiology Clinic I (1 cr.)

### Third Year–Summer Session I (3 cr.)

- DHYG-H 301 Clinical Practice II (3 cr.)

### Fourth Year–First Semester (10 cr.)

- DHYG-H 215 Pharmacology and Therapeutics (2 cr.)  
 DHYG-H 301 Clinical Practice II (2 cr.)  
 DHYG-H 304 Oral Pathology (2 cr.)  
 DHYG-H 306 Radiology Clinic II (1 cr.)  
 DHYG-H 321 Periodontics (2 cr.)  
 DHYG-H 347 Community Health Education

### Fourth Year–Second Semester (12 cr.)

- DHYG-H 302 Clinical Practice III (5 cr.)  
 DHYG-H 307 Radiology Clinic III (1 cr.)  
 DHYG-H 309 Practice of Community Dental Hygiene (2 cr.)  
 DHYG-H 320 Practice Management, Ethics, and Jurisprudence (2 cr.)  
 DHYG-H 351 Advanced Clinical Procedures (2 cr.)




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## SCHOOL OF NURSING

**DEAN:** Regan-Kubinski

**OFFICE:** Northside Hall 452

**TELEPHONE:** (574) 520-4571

**INTERNET ADDRESS:** [www.iusb.edu/~sbnurse](http://www.iusb.edu/~sbnurse)

**PROFESSOR:** Regan-Kubinski

**ASSOCIATE PROFESSORS:** Basolo-Kunzer, Dobrzykowski, Henry, Sofhauser

**ASSISTANT PROFESSOR:** Jones

**CLINICAL ASSISTANT PROFESSOR:** Makielski

**CLINICAL LECTURERS:** Kelley, Trethewey

**LECTURERS:** S. Anderson, Fenner, Keith, Woodrick

**UNDERGRADUATE COORDINATOR:** Makielski

**DIRECTOR OF HEALTH AND WELLNESS CENTER:** TBA

**COORDINATOR OF STUDENT SERVICES:** Gilroy

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## GENERAL INFORMATION

The IU South Bend campus offers the Bachelor of Science in Nursing (B.S.N.) and B.S.N. options for R.N.'s. Graduate courses are offered at sites throughout the state over distance education.

### ACCREDITATION

The Bachelor of Science in Nursing degree program is accredited by the Indiana State Board of Nursing and by the Commission on Collegiate Nursing Education.

### MEMBERSHIP

The School of Nursing is an agency member of the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education.

## STUDENT ORGANIZATIONS

### SIGMA THETA TAU INTERNATIONAL

The Alpha Chapter of the International Honor Society of Nursing was organized at Indiana University. Students in bachelor's and graduate programs as well as community members may be eligible for membership when they have demonstrated excellence in nursing and have shown superior academic and personal records. Leadership, research, and scholarship constitute the purposes of Sigma Theta Tau International.

### STUDENT NURSES' ASSOCIATION

Undergraduate students are eligible for membership in the National Student Nurses' Association, Indiana Association of Nursing Students, and IU South Bend's local chapter. This includes students enrolled in bachelor's programs, R.N. programs, and prenursing students. Individuals or organizations interested in furthering the growth and development of the

National Student Nurses' Association obtain sustaining memberships. The chief purpose of the organization is to aid in the preparation of students for the assumption of professional responsibilities. Programs may encompass health care issues, legal aspects of nursing, interdisciplinary programs, and community programs.

## GENERAL POLICIES

### PROGRAM PLANNING

Students in the School of Nursing are responsible for planning their own programs and for meeting degree requirements. Academic advisors are available from the Office of Nursing Student Services to assist students in understanding degree requirements. It is important for students to acquaint themselves with all regulations and to remain properly informed throughout their studies.

All provisions of this *Campus Bulletin* are in effect as soon as a nursing student begins the nursing program. This includes both prenursing students newly admitted to IU South Bend and those changing their major to nursing.

Students interrupting their studies, students pursuing part-time study, or full-time students who take more than two years to complete prerequisite requirements are subject to policy and curriculum changes as they occur. Curriculum changes during progress toward the degree may result in revision of degree requirements.

### THE CODE OF ETHICS FOR NURSES

Students who are preparing to enter the profession of nursing are expected to follow the *Code of Ethics for Nurses*. Each person, upon entering the profession, inherits a measure of responsibility and trust in the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The code was adopted by the American Nurses' Association in 1950 and most recently revised in 2001.

It is the student's responsibility to know, understand, and follow the *Code of Ethics for Nurses*.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimal patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

### STATEMENT OF ESSENTIAL ABILITIES

Approved by the Indiana University School of Nursing, University Council of Nursing Faculty, April 26, 1993, and updated March 2004.

"The School of Nursing faculty has specified essential abilities (technical standards) critical to the success of students in any IU nursing program. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential abilities (technical standards) with or without reasonable accommodations.

1. Essential judgment skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving around patient conditions and coming to appropriate conclusions and/or course of actions.
2. Essential physical/neurological functions to include: ability to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions and meet physical expectations to perform required interventions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.
3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, and all members of the health care team. Skills include verbal, written, and nonverbal abilities as well as information technology skills consistent with effective communication.
4. Essential emotional coping skills: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.
5. Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing.

6. Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair behavior or judgment. The student must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse consistent with accepted standards of practice.”

Failure to meet one or more of the essential abilities may hinder progression or result in dismissal from the nursing program. Any student who is questioning their ability to meet one or more of the essential abilities should contact the disability services officer at (574) 520-4479 prior to enrollment in nursing courses. Documentation of any requested accommodation must be submitted to the Admission, Progression, and Graduation Committee in the School of Nursing for review at least two months prior to matriculation into the nursing major.

### STUDENTS WITH DISABILITIES

The university is committed to helping temporarily and permanently disabled students make the transition to student life. Students with physical, mental, or learning impairments are encouraged to consult with advisors from the School of Nursing and the Office of Disabled Student Services for assistance in meeting degree requirements.

Students with disabilities must meet all academic and technical skill requirements as outlined in the *Statement of Essential Abilities* and any other standards related to professional licensure. Modifications in the learning environment to assist students in meeting these requirements are made in accordance with federal and university guidelines and in consideration of individual needs. The Office of Disabled Student Services is located on the first floor of the Administration Building.

### ELIGIBILITY FOR LICENSURE

Any person who makes application for examination and registration as a registered nurse in the state of Indiana shall submit to the Indiana State Board of Nursing at the Health Professions Service Bureau written evidence, verified by oath, that he or she:

- Completed an approved high school course of study or the equivalent, as approved by the appropriate educational agency
- Completed the prescribed curriculum in a state-accredited school of nursing and holds a diploma or certificate therefrom
- Has not been convicted of any act that would constitute a ground for disciplinary sanction under the state board rules and regulations or of any felony that has direct bearing on the individual's ability to practice competently

International students and graduates of schools of nursing that are outside the United States must meet the requirements of the Indiana State Board of Nursing for eligibility to sit for the National Council Licensing Examination (NCLEX).

## CLINICAL REGULATIONS

### CLINICAL HANDBOOK

All nursing students are provided with a *Clinical Handbook* at the clinical orientation beginning with the sophomore semester. This document is updated at least annually to reflect ongoing changes in clinical and program requirements and policies. The School of Nursing provides these updates, but it is the student's responsibility to maintain the currency of the handbook and refer to the most current regulations.

### CPR REQUIREMENT

All nursing major students enrolled in clinical classes must present evidence of current health care provider certification prior to the beginning of each semester. Two options are available: American Heart Association's Health Care Provider level (preferred), or, American Red Cross CPR AD for the professional rescuer.

### OSHA REGULATIONS

Health requirements and OSHA regulations include annual education on blood borne pathogens. See *Clinical Handbook* for annual regulatory requirements. Clinical agencies may have additional requirements which must be met.

### HEALTH REQUIREMENTS

All nursing students must show annual proof that they have met the immunization, physical examination, and laboratory examination requirements of hospitals and other health agencies used for clinical experiences. Specific instructions are distributed prior to clinical assignment. Special circumstances may arise which require additional action. Failure to meet health requirements and their deadlines makes the student ineligible for clinical classes, and the student is administratively withdrawn from all nursing courses. The student is then considered to be out-of-progression in the nursing program.

### CRIMINAL CHECKS

Federal mandates for clinical agencies require criminal history inquiries through the Indiana State Police or designated alternate state or federal inquiry program. Students are responsible for applying for the criminal check and all fees associated with the check.

### HEALTH AND CPR REQUIREMENTS

#### *Upon Admission to the Nursing Program*

In accordance with the Center for Disease Control (CDC) recommendations and local health facilities requirements, nursing students are required to provide: immunization verification for Hepatitis B, Tetanus/Diphtheria (within 10 years), MMR (two doses of MMR or two doses of ProQuad or mumps titer of 1:10 is required); Varicella vaccine or history of the disease; tuberculosis screening (PPD or chest x-ray); an up-to-date completed health evaluation (within one

year); and CPR (professional level) certification. Titters are acceptable forms of documentation. Requirements may change as recommendations of the CDC indicate. Specific, current information and guidelines can be found in the *Clinical Handbook*.

The deadlines for submitting the health and safety requirements for students entering the third semester are: July 15 for fall, October 15 for spring, and May 1 for summer. Failure to do so results in the student being automatically withdrawn from all clinical nursing courses for which they are registered, and the student is considered to be out-of-progression in the nursing program. Students who come to class, and are in noncompliance, are not allowed to enter the clinical setting. Students who are admitted late to the nursing program are handled on a case-by-case basis.

All applicants are encouraged to begin gathering the necessary documentation to avoid delays upon admission. Even students who are admitted late must have all documentation on file with the School of Nursing prior to beginning the clinical nursing courses. Failure to do so results in the student being automatically withdrawn from all clinical nursing courses for which they are registered, and the student is considered to be out-of-progression in the nursing program.

#### **For Continuing Nursing Students**

Nursing students are responsible for making sure they receive annual TB screening (PPD or X-ray), and annual CPR recertification. In addition, immunization status must be updated as necessary. It is the student's responsibility to monitor the status of these and to submit proper documentation to the School of Nursing in a timely manner. If any of these items expire during the course of the semester, certification must occur before the student may enroll in any clinical courses that semester. Additional requirements may be added as clinical regulations are updated. Clinical agencies have the right to request additional health and safety stipulations.

Documentation of annual TB screening, annual CPR recertification, and up-to-date immunization status must be submitted to the School of Nursing's student services secretary's office no later than August 1 for students enrolled in clinical nursing courses in the fall semester. If the student is enrolled in clinical nursing courses during fall semester, documentation of CPR recertification, TB screening, and immunizations must be valid through December 20. If the student is enrolled for the spring semester, CPR recertification, immunizations, and TB screening documentation must be submitted to the School of Nursing's student services secretary no later than December 1 and must be valid through May 15. For summer these must be valid May 1 to August 20. (For example, if a student's CPR certification expired on March 1, 2008, the student must successfully complete CPR recertification before he/she is allowed to begin spring 2008 semester classes). Students who come to class, and are in noncompliance, are not allowed to enter the clinical setting.

For students who are finishing an incomplete grade in a nursing course with a clinical component, the CPR recertification, immunizations, and TB screening must be valid until the course requirements are complete.

## **STUDENT INJURIES**

If a student is injured in a clinical agency, the student must report to the clinical instructor and follow the policy of the agency where the injury occurred. Students should also contact their primary care provider. Follow-up care may be required from the student's primary care provider.

## **UNIFORMS**

Strict uniform and dress code regulations are enforced throughout the student's clinical experience. Guidelines for uniforms, agency dress codes, and professional appearance are located in the *Clinical Handbook*.

## **NAME PIN/IU SOUTH BEND PATCH**

Name pins are required for all clinical experiences, along with individual agency requirements for personal identification. Students are additionally identified as an IU South Bend student by a school patch or embroidery on their uniform. More information can be found in the *Clinical Handbook*.

## **SUPPLIES AND EQUIPMENT**

Students are required to purchase a laboratory skills supply pack and basic assessment equipment for the sophomore-year laboratories and clinicals. See *Clinical Handbook* for details and estimated prices.

## **HEALTH INSURANCE**

The School of Nursing encourages students to carry health insurance and is not liable for any health problems requiring medical treatment. Health insurance information is available upon request.

## **PROFESSIONAL LIABILITY INSURANCE**

All students in the School of Nursing having patient/client contact are covered under the malpractice contract for Indiana University. This liability insurance does not extend to employment outside of course-related activities. The student should know that failure to pay course and other fees results in noncoverage under Indiana University's malpractice contract. Such noncoverage makes the student ineligible to attend clinical classes.

## **APA FORMAT**

The most recent American Psychological Association (APA) format is the standard used for all written work in all nursing courses. Students should consult course syllabi for specific details.

## **REMEDIAL COURSE REQUIREMENTS**

Applicants to the B.S.N. degree program must successfully complete all developmental courses in which they place, including the following:

EDUC-X	100 Practical Reading and Study for Self Improvement
EDUC-X	101 Techniques in Textbook Reading
ENG-W	31 Pre-Composition

ENG-W	130	Principles of Composition
MATH-M	4	Introduction to Algebra
MATH-M	14	Basic Algebra (4 cr.)
MATH-M	107	College Algebra

Students interested in the Bachelor of Science in Nursing program should complete courses in mathematics as early as possible to facilitate completion of science prerequisite courses.

### **CORRESPONDENCE/INDEPENDENT STUDY COURSES**

All required and elective courses for the nursing major, other than public speaking, available through the Indiana University Independent Study program, must be taken for credit. Students should contact a School of Nursing academic advisor before enrollment. Students are required to have the academic advisor's signature for all correspondence courses used to satisfy degree requirements. Correspondence courses with nursing numbers do not satisfy residency requirements. Final examinations in all correspondence courses must be taken no later than six weeks prior to the expected graduation date.

Nursing students shall have completed any correspondence or independent study courses prior to enrollment in their final semester of the program, or register for the on-campus course in that final semester.

### **PORTFOLIO OPTION**

The portfolio review process is available to all students who believe that their prior experiences can meet the learning objectives/competencies required of a specific nursing course within their program of study, subject to faculty approval. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes.

Students may exercise the portfolio option for all B.S.N. major courses listed for the degree, as long as it does not interfere with other standing university or school course/credit hour policies related to progression or graduation. Undergraduate students must complete a minimum of 30 credit hours on the campus awarding the degree. Courses/credit hours which are reviewed for portfolio credit do not count toward undergraduate residency requirements. Please contact the School of Nursing for portfolio guidelines.

### **SATISFACTORY/FAIL OPTION**

The School of Nursing, in grading undergraduate clinical nursing courses, uses the Satisfactory/Fail option. Grades are recorded as S or F. Students must demonstrate a satisfactory level of clinical competence and skill to receive a satisfactory grade in these courses. Satisfactory performance standards are stated in each course syllabus, and faculty evaluate the quality of student clinical performances by these standards. Inability to receive a grade of S constitutes failure. An S indicates a grade of A, B, or C (2.0). Students receiving an F cannot progress in their nursing program until this deficiency is corrected.

**NOTE: THIS IS A SCHOOL OF NURSING POLICY FOR NURSING COURSES AND IS NOT THE SAME AS THE IU SOUTH BEND POLICY FOR THE PASS/FAIL OPTION LOCATED IN THE BEGINNING OF THIS *CAMPUS BULLETIN*.**

### **RESIDENCY REQUIREMENTS**

A student must complete a minimum of 30 upper-division credit hours in the Indiana University School of Nursing Bachelor of Science in Nursing degree program to be eligible for graduation. A maximum of 6 lower-division nursing credit hours may apply toward this residency requirement. Students must petition the appropriate academic officer to apply those lower-division nursing credit hours toward the residency requirement. Credit for correspondence courses and advanced standing by the validation process may not be used to meet residency requirements.

### **ASSOCIATE OF SCIENCE IN NURSING PROGRAM ARTICULATION**

Students wishing to pursue an Associate of Science in Nursing have several local options. IU South Bend and Ivy Tech Community College in South Bend work closely to provide seamless educational choices. Ivy Tech Community College in South Bend can be contacted at (574) 289-7001, extension 5721, for additional information.

IU South Bend School of Nursing and Southwestern Michigan College have also agreed to work together to make the transfer process as smooth as possible. Students may complete prerequisite courses at IU South Bend, transfer to Southwestern Michigan College for the associate nursing degree, and return to IU South Bend for their Bachelor of Science in Nursing. Students interested in this option should contact the nursing department at Southwestern Michigan College, (269) 782-1000.

## **COMPLEMENTARY HEALTH**

**COORDINATOR:** Sofhauser

**OFFICE:** Northside Hall 442

**TELEPHONE:** (574) 520-4336

**INTERNET ADDRESS:**

[www.iusb.edu/~sbnurse/complementary.shtml](http://www.iusb.edu/~sbnurse/complementary.shtml)

Lay and professional discourse surrounding complementary therapies abounds and consumers are seeking out and using them. Therefore, it is critical that all interested students, particularly future health care providers, be given the academic opportunity to learn about and explore complementary therapies and the issues surrounding their use. Students achieving a minor in complementary health gain a thorough understanding of a number of complementary therapies. This understanding involves exploring the foundational belief systems of these therapies and the cultures from which they are derived. Students critically examine complementary therapies in light of the disease processes for which they are prescribed as well as explore the inherent political, economic, and ethical issues surrounding these therapies.



Any interested IU South Bend student may complete a minor in complementary health. Students interested in pursuing a minor must register their intentions with the School of Nursing and consult with a faculty advisor prior to enrollment in required core courses.

### MINOR IN COMPLEMENTARY HEALTH

The minor in complementary health consists of 15 credit hours and is awarded by the School of Nursing on the IU South Bend campus. Students are required to take a core of two required courses for a total of 6 credit hours and a 1 credit hour capstone course. The two required courses may be taken in any order to facilitate student completion of the minor. However, it is recommended that students take NURS-K 301 The Art and Science of Complementary Health before NURS-K 401 Integrative Health.

Students may select a total of 8 elective credit hours to fulfill the requirements of the minor. Elective courses enable the student to expand and build upon knowledge acquired in the core courses. Selection of electives permits the student to personalize the minor in a way that proves most helpful in their chosen field. Acceptance of elective courses for credit toward the minor is granted by the IU South Bend School of Nursing Admission, Progression, and Graduation (APG) Committee.

#### REQUIREMENTS

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

##### Core Courses (7 cr.)

- NURS-K 301 The Art and Science of Complementary Health
- NURS-K 401 Integrative Health
- NURS-K 490 Clinical Nursing Elective: Capstone in Complementary Health (1 cr.)

##### Electives (8 cr.)

- ANTH-E 320 Indians of North America
  - NURS-K 300 Transcultural Health Care
  - NURS-K 421 American Health Care: International Experience (2-3 cr.)
  - NURS-Z 492 Individual Study in Nursing (1-6 cr.)
  - NURS-Z 490 Clinical Experience in Nursing (1-6 cr.)
- Select one of the following:
- NURS-W 221 Native Use of Herbs (1 cr.)
  - WOST-W 221 Native Use of Herbs (1 cr.)

Additional courses dealing with complementary health related issues may be reviewed and considered (aroma therapy, nutrition, healing touch, etc.). Courses on Asian cultures or other non-Western cultures are particularly helpful, since most complementary therapies are derived from teachings indigenous to those cultures.

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## BACHELOR OF SCIENCE IN NURSING DEGREE PROGRAM

The Bachelor of Science in Nursing (B.S.N.) program strives to offer a creative curriculum for meeting the current and future health needs of society. The curriculum prepares a generalist in professional nursing and serves as a basis for graduate study.

The B.S.N. degree program is a systemwide program offered at several Indiana University campuses. All campuses share the same admission standards, program outcomes, and courses. However, additional admission and transfer policies are set by individual campuses and course sequencing may vary.

The purpose of the bachelor's program is to produce graduates who think critically, are culturally, ethically, and legally competent; are effective, politically aware, communicators and coordinators of community resources; and are competent providers of health care, professional role models, and responsible managers. The curriculum focuses on health and wellness as well as alterations in states of wellness and viewing persons as part of their environments.

#### BACHELOR'S PROGRAM OUTCOMES

- A critical thinker who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems
- A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities
- A knowledgeable care coordinator who facilitates access to resources necessary to meet the health care needs of individuals, families, and communities
- An individual who understands the political dynamics in various settings and participates in the change process to shape health care policy
- An individual who practices within an ethical and legal framework for the nursing profession and demonstrates ethical behavior related to the privacy, security, and confidentiality of patient information
- An effective communicator who is able to share accurate information
- A competent provider of nursing care who functions in various professional nurse roles in structured and semi-structured health care settings
- A professional role model who promotes a positive public image of nursing
- A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes

## ACADEMIC POLICIES

Students admitted to the clinical nursing major should consult the current *Campus Bulletin*, *Clinical Handbook* and School of Nursing policy updates for additional policies governing their academic standing.

### ADMISSION, PROGRESSION, AND GRADUATION COMMITTEE

Comprised of nursing faculty, the Admission, Progression, and Graduation (APG) Committee addresses student concerns and issues related to admission, progression through, and graduation from the programs offered by the School of Nursing.

### ACADEMIC DISTINCTION

To graduate with academic distinction, bachelor's degree candidates must complete a minimum of 60 credit hours at Indiana University. Academic distinction is conferred on graduates of the Bachelor of Science in Nursing, and is based on grades earned through the eighth semester.

#### ACADEMIC DISTINCTION

Highest Distinction	3.83-4.00 GPA
High Distinction	3.66-3.82 GPA
Distinction	3.50-3.65 GPA

### ACADEMIC STANDING OF PRENURSING STUDENTS

The following academic standards apply regarding retention, probation, and dismissal. Students are responsible for knowing about university academic standards (found under the section entitled Academic Regulations and Policies located in the beginning of this *Campus Bulletin*), and their current status in relation to these standards.

TOTAL HOURS ATTEMPTED	DISMISSAL (Below Retention)	PROBATION (Above Retention)	GOOD STANDING
1-6	None	Below 2.0	2.0 and above
7-12	Below 1.0	1.0-1.99	2.0 and above
13-24	Below 1.5	1.5-1.99	2.0 and above
25-36	Below 1.8	1.8-1.99	2.0 and above
37+	Below 2.0	None	2.0 and above

### ACADEMIC STANDING

The following academic standards apply regarding retention, probation, and dismissal in accordance with the Indiana University School of Nursing. These standards differ from those that apply to the IU South Bend campus only. Students enrolled in the B.S.N. degree program must follow the guidelines set forth by the Indiana University School of Nursing. Students are responsible for knowing about these academic standards and their current status in relation to these standards.

HOURS COMPLETED	DISMISSAL CGPA	PROBATION CGPA	RETENTION CGPA
1-5	Below 1.00	Below 2.0	2.0 and above
6-18	Below 1.325	1.325-1.999	2.0 and above
19-36	Below 1.825	1.825-1.999	2.0 and above
37-56	Below 2.000	No Probation	2.0 and above

### GOOD STANDING

To remain in good standing, nursing and prenursing students must:

- Maintain a grade of C (2.0) or above in each course required for the degree, including all general education prerequisite courses, without more than one repeat in any course
- Not declare a Pass/Fail in any prerequisite general education course requirement
- Maintain a grade of C (2.0) or above or an S (Satisfactory) in each nursing major course
- Maintain a CGPA of 2.0 or above
- Not be on probation and/or not be dismissed
- Be in compliance with the general policies of the School of Nursing

### GRADE POINT AVERAGES

#### Admission Grade Point Average

Admission Grade Point Average (AGPA) is a calculation of the minimum set of all work completed which meets application requirements. Also, see program admission policies.

#### Cumulative Grade Point Average

Cumulative grade point average (CGPA) is a reflection of all work completed at Indiana University. Courses transferred from another institution are not used in calculating this average. (Transfer course GPA is calculated in AGPA for B.S.N. application for admission. See B.S.N. degree program admission.)

#### Nursing Grade Point Average

Nursing grade point average (NGPA) is a reflection of all work completed, including grades earned in initial and repeat enrollment (FX policy applies), that apply toward the requirements of appropriate programs. Courses transferred from other institutions are included in calculating this average.

### PROBATION

#### Academic Probation

A prenursing student is placed on academic probation according to the policies of IU South Bend. A nursing student is placed on academic probation when the cumulative grade point average falls below 2.0 on a 4.0 scale. Academic probation is removed following the semester in which the cumulative and semester grade point averages are 2.0 or higher. Nursing students should also see progression policies listed under Clinical Progression in the School of Nursing program.

### **Disciplinary Probation**

Disciplinary probation is administered under the Indiana University *Code of Student Rights, Responsibilities, and Conduct*, the *Statement of Essential Abilities* and *Code of Ethics for Nurses*.

### **DISMISSAL**

A prenursing student is dismissed based upon the dismissal policies of IU South Bend, found earlier in this *Campus Bulletin*.

A nursing student is dismissed from the program when, in the judgement of the APG Committee on the campus of enrollment, there is a lack of progress toward the degree. Lack of progress includes, but is not be limited to the following:

- Failure to achieve a 2.0 semester grade point average in any two consecutive semesters
- Failure to achieve a cumulative grade point average of 2.0 in any two semesters
- Failure to achieve a minimum grade of C (2.0) or S (Satisfactory) in any one nursing course (didactic, or practicum/clinical) by the second attempt, or any two nursing courses (didactic or practicum/clinical) on the first attempt
- Failure to meet Indiana University School of Nursing essential abilities expectations (refer to the *Statement of Essential Abilities* listed under Academic Policies of the School of Nursing in this section of this *Campus Bulletin*)

Dismissal may occur without prior probation.

Any student who is academically dismissed at one Indiana University campus is also in dismissal status at all other Indiana University campuses. Falsification of records and reports, plagiarism, or cheating on an examination, quiz, or any other assignment is cause for dismissal (see Indiana University *Code of Student Rights, Responsibilities, and Conduct*).

The faculty reserves the right to dismiss any nursing student whose personal integrity, health, or conduct demonstrate unfitness to continue preparation for the profession of nursing. Integrity and conduct is judged according to the standards of the most recent *Code of Ethics for Nurses* as adopted by the American Nurses' Association and the IU School of Nursing *Statement of Essential Abilities*.

The dismissal of any nursing student is contingent upon review by the APG Committee on the campus of enrollment. Nursing student dismissal is subject to the appeal process on the campus of enrollment.

### **REINSTATEMENT**

Students who have been dismissed and desire reinstatement must submit a written request for reinstatement to the APG Committee. The written request must be submitted by July 1 for fall reinstatement, October 1 for spring reinstatement, and February 1 for summer session reinstatement. This request requires a list of the specific courses in which the

student wishes to enroll and, as appropriate, an explanation of any extenuating circumstances that may have hindered academic performance, and a Plan for Success addressing areas of deficiency.

Reinstatement requests are evaluated individually by the APG Committee on the basis of academic standing, potential for progress toward the degree, availability of resources, and satisfactory completion of any conditions and/or faculty recommendations existing at the time of dismissal. Reinstatement to the School of Nursing is not automatic.

Appeals for immediate reinstatement are not considered except as warranted by extraordinary circumstances. In such cases, students who are reinstated by the APG Committee have prescribed standards of performance for the semester for which they are reinstated. Failure to meet these standards results in an irrevocable dismissal.

Students who are reinstated must adhere to policies in effect at the time of reinstatement. (See *Clinical Handbook*, *Campus Bulletin*, and policy updates.)

A nursing student is reinstated only one time. A reinstated nursing student is dismissed from the School of Nursing upon failure of one additional nursing course, breach of the *Code of Ethics for Nurses*, the *Statement of Essential Abilities*, or the Indiana University *Code of Student Rights, Responsibilities, and Conduct*. (See dismissal policy.) For reinstatement priority, refer to Clinical Progression in the nursing program section of this *Campus Bulletin*.

## **PROGRAM ADMISSION**

Courses required for admission may be taken at any Indiana University campus or may be accepted as transfer credits from other accredited institutions. However, admission is campus specific and priority consideration is given to those students completing the majority of their course work on the campus to which they are applying. Admission to the major is highly competitive. Please contact a student services advisor for more information.

Specific admission requirements vary from campus to campus of Indiana University. When choosing courses to meet curriculum requirements, students who begin their prenursing course work on one campus of Indiana University but plan to apply for admission on another campus of Indiana University should be in close contact with the School of Nursing advisor on the campus to which they plan to apply. Submission of an official credit transfer report (CTR) to the School of Nursing is required for all work being transferred from another university by established deadlines. To obtain an official CTR, the student must request an official transcript from the other institution(s) to be forwarded to the IU South Bend Office of Admissions for evaluation.

Admission to the university as a prenursing student and successful completion of the prerequisite course work do not guarantee admission to the nursing major. The number of admitted students is limited to those who can be accommodated given available resources.

**APPLICATION AND ADMISSION REQUIREMENTS**

- Admission to Indiana University as a degree-seeking student
- Maintenance of a cumulative grade point average of no less than 2.5 on a 4.0 scale
- Maintenance of an admission GPA of no less than 2.7 on a 4.0 scale. Although a 2.7 AGPA is the minimum required for application, admission is competitive and a higher AGPA may be required in a given application pool
- Completion of chemistry (a one-year high school course, or CHEM-C 101 Elementary Chemistry I, CHEM-C 121 Elementary Chemistry Laboratory I equivalent) with a grade of C (2.0) or higher within the past five years.
- Completion of the following required courses with a grade of C or higher by the second attempt:
  - CHEM-C 102 Elementary Chemistry II
  - MICR-M 250 Microbial Cell Biology
  - MICR-M 255 Microbiology Laboratory (2 cr.)
  - PHSL-P 261 Human Anatomy and Physiology I (5 cr.)
  - PHSL-P 262 Human Anatomy and Physiology II (5 cr.)
  - ENG-W 131 Elementary Composition
  - PSY-P 103 General Psychology
  - SOC-S 161 Principles of Sociology
  - NURS-B 230 Developmental Issues and Health (4 cr.)

Application and admission are valid only for the semester designated. Students offered admission to the nursing major must enroll in nursing course work at a time designated by the School of Nursing. Failure to enroll in nursing course work in the designated semester necessitates reapplying to the program.

Students admitted to the nursing major must formally accept or decline admission to the program, in writing, prior to the beginning of the semester to which they are admitted. Students who are accepted to the program but decline acceptance must reapply to the program of choice and compete with the applicant pool for the semester in which they request entrance. Students only have two opportunities to decline admission in writing prior to losing their eligibility to apply.

Students admitted to the nursing major who withdraw from course work within the first semester must reapply for admission to the program. These students have one opportunity for readmission, must reapply within a time frame that would allow the student timely completion of the program considering the seven-year limit of specific courses, and must adhere to the published dates for application on their campuses.

**REPEAT POLICY**

The School of Nursing policy requires students to achieve a grade of C (2.0) in each required course. Students who earn a grade of less than C (2.0) in a required course must earn a grade of C by the second completed attempt. Students who earn a grade of less than C in a required course are strongly suggested to successfully complete the course in the next semester of enrollment, providing the course is offered.

Both prenursing and nursing students who do not successfully complete all required general education courses with a minimum grade of C by the second completed attempt are ineligible for admission to the nursing program or are dismissed from the School of Nursing.

Students may repeat only three courses, or a maximum of 11 credit hours, of the required general education courses in an effort to achieve a C or higher in each course (two science or three general education electives). The School of Nursing follows the IU South Bend grade replacement policy.

**SEVEN-YEAR LIMIT**

Courses in life span development, required sciences, and statistics must have been completed within seven (7) years prior to the semester in which a student begins the nursing major. This policy does not apply to registered nurse students.

**TRANSFER STUDENTS*****Intercampus Transfer***

Nursing students in good academic standing may seek inter-campus transfer by petitioning the APG Committee at least one semester in advance of the requested transfer. Due to the difference in course sequencing, students seeking an inter-campus transfer should do so only at the completion of all nursing courses required in the sophomore or junior year. Intercampus transfer requests submitted to the APG Committee that ask for mid-year transfer consideration is discouraged.

Intercampus transfer requests are evaluated individually on the basis of the student's academic record, the availability of space in the required courses, and faculty and facility resources.

Nursing students who wish to transfer between campuses should check for the process on the campus to which they are transferring. To transfer to the South Bend campus, the student must submit a written request for intercampus transfer to the APG Committee by July 1 for fall transfer, October 1 for spring transfer, and February 1 for summer session transfer.

***Transfer from Non-Indiana University Nursing Program***

Nursing students in good academic standing at another university who wish to transfer should contact the School of Nursing coordinator of student services. Nursing courses completed at other universities must be evaluated by the IU South Bend School of Nursing APG Committee for transfer equivalency and for student placement. Students must supply extensive documentation, including copies of the syllabi for each nursing course completed at another university and a release of information form. These syllabi must be evaluated in comparison to the IU South Bend nursing courses. This process can take time. Therefore, students are encouraged to contact the IU South Bend School of Nursing at least three months prior to the semester they wish to begin at IU South Bend.

A.S.N./A.D.N. nursing courses are nontransferable to the B.S.N. degree program.

### ***Dismissed Transfer Students***

IU South Bend School of Nursing does not accept students into the nursing major if the student has been dismissed or has a failing record from another nursing program, including Indiana University programs, in the past five years. If the five years have been exceeded, an individual record review occurs.

### **CLINICAL PROGRESSION IN THE NURSING PROGRAM**

After admission to the nursing program, placement in nursing courses is based upon the following priority ranking:

1. Full-time, regularly progressing students
2. Part-time, regularly progressing students
3. Students who interrupted their studies but are in good academic standing
4. Students who failed and successfully repeated a nursing course
5. Students who need to repeat a nursing course
6. Students who were dismissed and are reinstated
7. Intercampus transfers
8. Transfers from other nursing programs according to APG guidelines

If additional criteria are needed to determine placement, the date of becoming out-of-progression and CGPA is used.

### **OUT-OF-PROGRESSION**

Nursing students who withdrew from the second sophomore semester, junior year, or senior year of course work, or have failed a nursing course are considered to be out-of-progression. Students who do not meet health and safety requirement deadlines are considered to be out-of-progression. Nursing students who withdraw from all or part of the first sophomore semester of the B.S.N. degree program must reapply to the program.

### **REENTRY**

Prenursing students who interrupt their studies and are in good standing may reenter at any time without prior approval of the School of Nursing. These students are subject to the policies in effect at the time of reentry and space availability.

Prenursing and nursing students in poor standing (or dismissed) must request approval to continue from the APG Committee. Students must include in their request a Plan for Success addressing areas of deficiency.

Nursing students who wish to reenter must submit a written request for reentry to the APG Committee by July 1 for fall reinstatement, October 1 for spring reinstatement, and February 1 for summer session reinstatement. This request requires a list of the specific courses in which the student wishes to enroll and, as appropriate, an explanation of any extenuating circumstances that may have hindered academic performance, and a Plan for Success addressing areas of deficiency. All requests for reentry are evaluated on the basis of available resources, and, if appropriate, on the satisfactory

completion of any conditions and/or faculty recommendations existing at the time of withdrawal.

Students who reenter must adhere to the academic policies in effect at the time of reentry.

For reentry priority, refer to the previous section on Clinical Progression in this *Campus Bulletin*.

### **SKILLS VALIDATION POLICY**

Students who interrupt their studies are required to demonstrate validation of clinical skills to reenter the clinical courses. Also, transfer students who completed clinical courses in another program must successfully complete a clinical skills validation and mathematics proficiency examination prior to admission into clinical courses. (See *Clinical Handbook* for current skills validation requirements.)

### **CLINICAL HOURS REQUIREMENTS**

Clinical hour requirements are carefully calculated to meet academic and accreditation standards. Therefore, all clinical hours are mandatory and all missed time must be made up. See the *Clinical Handbook* and/or course syllabus for specific clinical requirements and policies regarding missed time. Insufficient clinical hours results in course failure.

### **WITHDRAWAL POLICIES**

Withdrawals (grade of W) are issued to students wishing to withdraw from any or all courses if the official withdrawal forms are completed by the deadline dates established by the registrar's office for each semester. A grade of W appears on student transcripts when students complete the official withdrawal forms and obtain the appropriate signature(s).

- Students enrolled in a modular (half-semester) nursing course must withdraw from that course before the course meets for the sixth time.
- After the ninth week of a sixteen week course, the grade awarded is an F unless the student petitions the faculty for an exception to the policy. An exception may be granted only if the student has a didactic grade of at least C (2.0) or a clinical grade of S (Satisfactory), and has compelling reasons for withdrawing. The faculty and campus dean (or designee) determine if the grade of W is issued.
- A grade of F is recorded on the official transcript if a student stops attending but does not officially withdraw from a class.
- Students may be withdrawn from (a) nursing course(s) until a required prerequisite general education course is satisfactorily completed.
- Students withdrawing from nursing course work must complete this work prior to progression in the program.
- Withdrawal from a required nursing didactic course requires withdrawal from corequisite nursing clinical course(s).

Students who withdraw from the nursing major in the first semester must seek readmission to the program. Admission is subject to competitive review.

Withdrawal from nursing program courses constitutes a disruption in progression and requires that a student seek reinstatement or reentry to the program. (Refer to reinstatement and/or reentry policies.)

Students withdrawing from required nursing course work are considered to be out-of-progression students. The date of graduation for out-of-progression students is not guaranteed.

More than three academic withdrawals in a semester is considered lack of progress toward the degree. If a student withdraws from a didactic course that requires automatic withdrawal from a corequisite course, this withdrawal from the two courses is counted as one withdrawal. A pattern of withdrawals may influence a request for consideration of progression, reinstatement, or reentry to the nursing program.

### GRADUATION REQUIREMENTS FOR THE B.S.N.

Students assume responsibility for meeting degree requirements and for filing an official application for a degree. Application for the degree must be made at the time of program planning for the final semester. The student must file the degree application with the School of Nursing recorder by September 15 for December graduation and by January 15 for May, June, or August graduation. Minors are declared and approved on the official application for degree and require the signature of the appropriate department chair to confirm completion of the minor.

Students in the B.S.N. degree program are responsible for meeting the following degree requirements. Though the School of Nursing makes every attempt to provide students with academic advising and program planning assistance, students are accountable for complying with all published academic policies related to the B.S.N. degree program. To be eligible for graduation from the Bachelor of Science in Nursing program students must:

- Complete a minimum of 123 credit hours with a grade of C or higher in each course required for the degree. Of the 123 credit hours, 64 credit hours must reflect nursing major courses. Credits earned in remedial learning skill courses and repeated courses do not count in the 123 credit hour total, nor in the 64 nursing credit hour total.
- Achieve a grade of C or higher in all didactic courses applied to the B.S.N. degree and an S (Satisfactory) in all clinical/practicum courses.
- Achieve an Indiana University cumulative grade point average of at least a 2.0 (C). This includes all transfer course work applied to the degree.
- Complete at least 30 credit hours of required nursing major courses on the Indiana University campus awarding the B.S.N. degree.
- Complete all B.S.N. degree requirements within six years of enrolling in the first nursing course in the nursing major.
- Apply for degree candidacy the semester prior to completing all degree requirements, following the published procedures on the campus awarding degree.
- Nonlicensed students are required to complete an NCLEX readiness examination.

### COMPLETION OF DEGREE REQUIREMENTS

The registrar must receive all removal of Incompletes, deferred grades, special credit, and independent study grades no later than three weeks prior to the end of classes of the student's last semester or summer session before graduation.

### APPLICATION FOR LICENSURE EXAMINATION

The School of Nursing makes available the necessary forms to take the National Council Licensure Examination (NCLEX) in Indiana. Those students taking the examination in other states are responsible for obtaining the appropriate forms from those states. It is the student's responsibility to complete the application procedure and meet the mailing and payment deadlines for taking the NCLEX.

The School of Nursing administers required assessment tools for preparation for the NCLEX in the last semester of the program. These are outlined in the current *Clinical Handbook* and/or the final semester courses.

## CURRICULUM DESIGN

Course work in the B.S.N. curriculum is divided into two separate areas: general education and nursing.

### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

General education courses help lay the foundation for the nursing courses and also serve to provide the student with a well-rounded education. The general education portion of the B.S.N. curriculum consists of approximately 57 credit hours, divided into area or course clusters. The campuswide general education requirements are incorporated into the program of study. Although some courses may meet the requirements of more than one cluster, a single course can only be used to meet one requirement. All courses required for the degree must be taken for a grade. Certain courses require prerequisite or developmental courses, which are not listed here.

### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (16-22 CR.)

##### A. Writing

ENG-W 131 Elementary Composition

##### B. Critical Thinking

PHIL-P 140 Introduction to Ethics

##### C. Oral Communication

SPCH-S 121 Public Speaking

**D. Visual Literacy**

- NURS-S 470 Restorative Health Related to Multi-System Failures  
 NURS-S 485 Professional Growth and Empowerment

**E. Quantitative Reasoning**

Select one of the following:

- MATH-K 300 Statistical Techniques for Health Professions  
 NURS-H 355 Data Analysis in Clinical Practice and Health Care Research  
 SOC-S 351 Social Statistics

**F. Information Literacy**

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

**G. Computer Literacy**

- CSCI-A 106 Introduction to Computing (or approved computer literacy course, page 35)

**II. COMMON CORE COURSES (9 CR.)**

Complete one course from each of the following three areas, as designated in the *Schedule of Classes*.

**A. The Natural World**

- Select N 190 The Natural World  
 (astronomy, biology, chemistry, computer science, geology, mathematics, or physics)

**B. Human Behavior and Social Institutions**

- Select from approved course list, page 36

**C. Literary and Intellectual Traditions**

- Select T 190 Literary and Intellectual Traditions  
 (comparative literature, English, French, German, history, history and philosophy of science, philosophy, or Spanish)

**D. Art, Aesthetics, and Creativity**

- Select A 190 Art, Aesthetics, and Creativity (comparative literature, English, fine arts, music, theatre)

**III. CONTEMPORARY SOCIAL VALUES (10 CR.)**

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

**A. Non-Western Cultures**

- Select from approved course list, page 36

**B. Diversity in United States Society**

- SOC-S 161 Principles of Sociology

**C. Health and Wellness (4 cr.)**

- NURS-B 233 Health and Wellness (4 cr.)

**ADDITIONAL REQUIREMENTS****Science (Critical/Analytical) Cluster (27 cr.)**

- CHEM-C102 Elementary Chemistry II  
 MICR-M250 Microbial Cell Biology  
 MICR-M255 Microbiology Laboratory (2 cr.)  
 NURS-B 230 Developmental Issues in Nursing  
 PHIL-P 393 Biomedical Ethics  
 PHSL-P 261 Human Anatomy and Physiology I (5 cr.)  
 PHSL-P 262 Human Anatomy and Physiology II (5 cr.)  
 PSY-P 103 Introduction to Psychology

**NURSING REQUIREMENTS**

The program has 64 credit hours of required nursing courses. Students must be formally admitted to the nursing major to enroll in the following nursing courses. The nursing course sequence is identified by semester numbers and is generally completed in the order shown below. Nursing core courses begin with the third semester or the sophomore year. Students are required to successfully complete the entire set of courses which the School of Nursing designates each semester and must complete each level before progressing to the next level (sophomore, junior, senior).

**Third or Sophomore One (7 cr.)**

- NURS-B 232 Introduction to the Discipline of Nursing: Theory, Practice, Research  
 NURS-B 233 Health and Wellness (4 cr.) (meets campus Health and Wellness requirement)

**Fourth or Sophomore Two (8 cr.)**

- NURS-B 244 Comprehensive Health Assessment (2 cr.)  
 NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.)  
 NURS-B 248 Science and Technology of Nursing (2 cr.)  
 NURS-B 249 Science and Technology of Nursing: Practicum (2 cr.)

**Fifth or Junior One (13 cr.)**

- NURS-H 351 Alterations in Neuro-Psychological Health  
 NURS-H 352 Alterations in Neuro-Psychological Health: Practicum (2 cr.)  
 NURS-H 353 Alterations in Health I  
 NURS-H 354 Alterations in Health I: The Practicum (2 cr.)  
 NURS-H 365 Nursing Research (can be completed any time in the junior level)

**Sixth or Junior Two (12 cr.)**

- NURS-H 361 Alterations in Health II  
 NURS-H 362 Alterations in Health II: The Practicum (2 cr.)  
 NURS-H 363 The Developing Family and Child (4 cr.)  
 NURS-H 364 The Developing Family and Child: The Practicum (3 cr.)

**Seventh or Senior One (10 cr.)**

- NURS-S 470 Restorative Health Related to Multi-System Failures (meets Visual Literacy along with NURS-S 485)  
 NURS-S 471 Restorative Health Related to Multi-System Failures: The Practicum (2 cr.)  
 NURS-S 472 A Multi-System Approach to the Health of the Community  
 NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.)  
 PHIL-P 393 Biomedical Ethics (recommended)

**Eighth or Senior Two (12 cr.)**

- NURS-S 481 Nursing Management (2 cr.)  
 NURS-S 482 Nursing Management: The Practicum  
 NURS-S 483 Clinical Nursing Practice Capstone

\* University requirements for general education may impact cluster choices for nursing.

NURS-S 484 Research Utilization Seminar (1-2 cr.)  
 NURS-S 485 Professional Growth and Empowerment  
 (meets Visual Literacy requirement along  
 with NURS-S 470)

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## ACCELERATED B.S.N. PROGRAM TRACK

The accelerated B.S.N. program track is designed for students with an earned bachelor's degree in a disparate discipline who are interested in earning a second undergraduate degree.

To be considered for the accelerated B.S.N. program track, students are eligible to apply for admission upon completion of all required science and core general education prerequisites. Once accepted, students complete the full-time program in eighteen months, using the full calendar year. Additional requirements for admission are:

- Apply for and be granted admission to IU South Bend.
- Apply to IU South Bend School of Nursing's accelerated program.
- Provide documentation showing a previously earned bachelor's degree in a nonnursing field. Transcript(s) should demonstrate a minimum overall undergraduate degree grade point average of 2.5 on a 4.0 scale.
- A minimum application grade point average of 3.0 on a 4.0 scale is required for all core science prerequisites and general education courses counting toward the B.S.N. degree.
- A personal statement to include a response to a question, as directed on the application.
- Upon receipt of your application, a personal interview is set with members of the Accelerated Option Admission Committee.

The accelerated program option begins studies during IU South Bend's summer session.

All academic policies in effect for the B.S.N. degree program apply for the accelerated B.S.N. program track.

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## BACHELOR OF SCIENCE IN NURSING PROGRAM FOR REGISTERED NURSES

The IU South Bend School of Nursing program for Registered Nurses (R.N.) continuing their education through a B.S.N. degree strives to involve the R.N.'s talents, experiences, and expertise in the curriculum. As such, the curriculum prepares a generalist in professional nursing and serves as the basis for graduate studies. The purpose of the bachelor's degree program is to offer a creative curriculum for the education of professional nurses competent in meeting the current and future health needs of society.

For the R.N., the curriculum builds on the nurse's basic preparation and is designed to maximize their completed formal education and experiences in nursing. A bachelor's degree education begins with an ample foundation in the sciences and humanities to assist the graduate expand their appreciation for, and participation in, the broader community and culture. These general education courses are typically offered in the traditional semester format in the evenings or during the day. The upper-division nursing courses prepare nurses for career enhancement and transitions in our changing health care system and world. Efforts are made to alternate these courses so that several courses are offered either on a single day or in the evenings. Interactions in the classroom and clinical sites with other B.S.N. students and faculty benefit everyone in their professional development.

Following a thorough self-assessment of past experiences, education and professional goals, the R.N. can design an individual course plan to best meet his or her needs and aspirations. (While every effort is made to develop a plan to meet requirements in a timely manner, interruptions in study plans do not guarantee the courses for the initial plan or the graduation date.) Nurses with clinical and/or management work experience can exchange this background for clinical courses through special credits or the portfolio option. Nurses may also request course substitutions for content offered by other disciplines which may be a part of their career plans.

To help the R.N. meet the curriculum requirements in a flexible and individual manner, the R.N. faculty advisor can clarify curriculum requirements as well as assist with the progression assessment and plan of study.

Students must also meet the requirements for admission to IU South Bend.

### ACADEMIC REQUIREMENTS

- Full admission to Indiana University
- Verification of a current registered nurse license in Indiana
- Cumulative grade point average of 2.50 or greater

### GENERAL EDUCATION

A minimum of 58 credit hours in general education courses are required for the R.N. in the B.S.N. degree completion program. Courses in addition to those required can be selected from the cluster course list available from the R.N. faculty advisor. Courses from accredited schools can be transferred in and applied to the B.S.N. Submission of an official credit transfer report (CTR) to the School of Nursing is required for all work being transferred from another school. To obtain an official CTR, the student must request an official transcript from the other institution(s) to be forwarded to the IU South Bend Office of Admissions for evaluation. Each student record is individually evaluated for applicability of courses towards the campus general education requirements and the B.S.N. The requirements are divided into five clusters:

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.



All courses certified as meeting the campuswide general education requirements are designated in the *Schedule of Classes* or approved for transfer.

## CAMPUSWIDE CURRICULUM (25-28 CR.)

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

### I. FUNDAMENTAL LITERACIES (16-19 CR.)

#### A. Writing

ENG-W 131 Elementary Composition

#### B. Critical Thinking

PHIL-P 140 Introduction to Ethics

#### C. Oral Communication

SPCH-S 121 Public Speaking

#### D. Visual Literacy

NURS-S 485 Professional Growth and Empowerment

#### E. Quantitative Reasoning

Select one of the following (or its equivalent):

MATH-K 300 Statistical Techniques for Health Professions

NURS-H 355 Data Analysis in Clinical Practice and Health Care Research

SOC-S 351 Social Statistics

#### F. Information Literacy

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

#### G. Computer Literacy

CSCI-A 106 Introduction to Computing (or approved computer course, page 35)

### II. COMMON CORE COURSES (3 CR.)

R.N.'s complete one 300-level course from the following four areas, as designated in the *Schedule of Classes*.

#### A. The Natural World

Select from approved course list, page 35

#### B. Human Behavior and Social Institutions

Select from approved course list, page 36

#### C. Literary and Intellectual Traditions

Select from approved course list, page 36

#### D. Art, Aesthetics, and Creativity

Select from approved course list, page 36

### III. CONTEMPORARY SOCIAL VALUES (6 CR.)

R.N.'s must complete one course from the following two areas, as designated in the *Schedule of Classes*.

#### A. Non-Western Cultures

Select from approved course list, page 36

#### B. Diversity in United States Society

Select from approved course list, page 37

### ADDITIONAL REQUIREMENTS (21 CR. MINIMUM)

MICR-M 250 Microbial Cell Biology

PHIL-P 393 Biomedical Ethics

PHSL-P 261 Human Anatomy and Physiology I

PHSL-P 262 Human Anatomy and Physiology II

PSY-P 103 General Psychology

SOC-S 161 Principles of Sociology

If anatomy, physiology, and microbiology courses total less than 12 credit hours, or if microbiology was not required by the R.N. granting program, a biologically-based science course is required. Courses should be equivalent to the listed courses. Credit hours may vary.

*Electives (up to 12 cr.)*

### NURSING COURSE REQUIREMENTS (30 CR.)

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

NURS-B 244 Comprehensive Health Assessment (2 cr.)

NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.)

NURS-B 304 Professional Nursing Seminar I

NURS-B 404 Professional Nursing Seminar II

NURS-H 365 Nursing Research

NURS-S 472 A Multi-System Approach to the Health of the Community

NURS-S 473 A Multi-System Approach to the Health of the Community: The Practicum (2 cr.)

NURS-S 481 Nursing Management (2 cr.)

NURS-S 482 Nursing Management: The Practicum

NURS-S 483 Clinical Nursing Practice Capstone

NURS-S 484 Research Utilization Seminar (1-2 cr.)

NURS-S 485 Professional Growth and Empowerment (meets Visual Literacy requirement)

### PRIOR LEARNING CREDITS

Up to 35 credit hours are awarded for graduation from an accredited nursing program upon successful completion of NURS-B 404 Professional Nursing Seminar II. Additional special credits may be awarded for nursing certification. Consult with the R.N. faculty advisor for further information. (See portfolio options.)



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## RADIOGRAPHY AND ALLIED HEALTH

**DIRECTOR:** Howard

**OFFICE:** Northside Hall 405

**TELEPHONE:** (574) 520-5570

**INTERNET ADDRESS:** [www.iusb.edu/~radahl](http://www.iusb.edu/~radahl)

**E-MAIL ADDRESS:** [radahl@iusb.edu](mailto:radahl@iusb.edu)

**CLINICAL ASSISTANT PROFESSOR:** Howard

**CLINICAL COORDINATOR/LECTURER:** Balmer

**PROGRAM ADVISOR:** Joy

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### RADIOGRAPHY PROGRAM

Radiography is an art and science which involves the medical imaging of patients to produce a radiograph for the diagnosis of disease. The main goal of the radiographer is to produce the highest quality diagnostic image using ALARA (As-Low-As-Reasonably-Achievable) Radiation Standards with a minimum amount of patient discomfort.

A radiographer's job duties involve multiple areas of expertise—trauma, surgery, fluoroscopy, portable/mobiles, and general radiography. Constant growth in the field has created many new and exciting careers in ultrasound Pet Scan, computerized tomography (CT), magnetic resonance imaging (MRI), cardiovascular/interventional radiography, radiation therapy, and nuclear medicine.

The radiographer functions in many different roles within the health profession. They may work independently or interact with other members of the health care team such as radiologists, surgeons, emergency medicine physicians, cardiologists, and nurses. Radiographers are employed in hospitals and out-patient facilities such as occupational and urgent care centers, clinics, and doctor's offices.

### MISSION STATEMENT

The mission of the radiography program is to provide our students with a comprehensive education in radiography, to prepare them to enter the radiographic profession as a competent entry-level diagnostic radiographer. The student is to be exposed to all available methods of instruction in both didactic and clinical radiography. Upon graduation from the program, the student is to be sufficiently prepared to pass the National Registry Examination.

### GRADUATES OF THE PROGRAM

Graduates receive an Associate of Science degree and are eligible to take the certification examination of the American Registry of Radiologic Technologists (ARRT) to become certified as a Registered Technologist, R.T.(R).

**NOTE: THE AART REQUIRES ALL EXAMINEES TO DISCLOSE ANY PRIOR FELONY OR MISDEMEANOR CONVICTION. IF THIS SITUATION APPLIES TO A STUDENT, IT IS RECOMMENDED THAT THEY CONTACT THE ARRT AT (651) 687-0048 TO DISCUSS THEIR PARTICULAR CASE. THIS PROCESS IS TO PREVENT THE STUDENT FROM HAVING COMPLETED THE ASSOCIATE OF SCIENCE DEGREE PROGRAM ONLY TO BE FOUND INELIGIBLE TO TAKE THE ARRT EXAMINATION.**

### INDIANA CERTIFICATION REQUIREMENTS TO PRACTICE

State certification is required to operate a unit that produces ionizing radiation. The state accepts the ARRT registry for certification.

### CREDENTIALS REQUIRED TO PRACTICE

R.T.(R) Radiologic Technologist.

### EDUCATIONAL PROGRAM

#### LENGTH OF THE PROGRAM

The radiography program is a 34+ month program.

#### STRUCTURE OF THE PROGRAM

The radiography program is a systemwide program offered at several Indiana University campuses. Although the campuses may have comparable admission standards, program outcomes, and courses, each is individually accredited by the Joint Review Committee on Education in Radiologic Technology.

Additional admission and transfer policies are set by individual units. Course content and sequencing may vary.

The general education courses may be taken on a part-time basis; the clinical/professional program is presented in a full-time, day format, with minimal weekend and evening clinical education.

#### DESIGN OF THE PROFESSIONAL CURRICULUM

The curriculum follows a pattern designed to educate the radiographer to become adept in the performance of any technical-medical diagnostic radiographic procedure. Courses in radiographic principles, radiographic procedures, clinical application of theory, computer digital imaging, radiation protection, and general education are included in the curriculum. Students also receive instruction in the theory and practice of the specialty diagnostic imaging modalities.

#### PROGRAM FACILITIES

Program facilities of the radiography program are located on the campus of IU South Bend. Clinical education classes are conducted in the radiology departments of area institutions: Memorial Hospital; St. Joseph Regional Medical Center Campuses—Mishawaka, Plymouth, and South Bend; Elkhart General Hospital; and Goshen General Hospital.

## ACCREDITATION

The radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology.

## GENERAL POLICIES

### PROGRAM PLANNING

Academic advisors are available to assist students in planning for their program and for meeting degree requirements. It is the student's responsibility to acquaint themselves with all the regulations and policies and to remain properly informed throughout their studies.

All provisions of this *Campus Bulletin* are in effect as soon as a student begins the radiography program. Preradiography and clinical/professional students, however, are subject to policy and curriculum changes as they occur. Curriculum changes during progress toward the degree may result in the revision of degree requirements.

### CODE OF ETHICS

Students who are preparing to enter the profession of radiography are expected to follow the *Code of Ethics for the Radiologic Technologist*. Each person, upon entering the profession, inherits a measure of responsibility and trust in the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The code was adopted by the American Society of Radiologic Technologists.

It is the clinical/professional student's responsibility to know, understand, and follow the *Code of Ethics for the Radiologic Technologist*.

- The radiologic technologist conducts himself or herself in a professional manner, responds to patient needs, and supports colleagues and associates in providing quality patient care.
- The radiologic technologist acts to advance the principle objective of the profession to provide services to humanity with full respect for the dignity of mankind.
- The radiologic technologist delivers patient care and service unrestricted by concerns of personal attributes or the nature of the disease or illness, and without discrimination on the basis of sex, race, creed, religion, or socioeconomic status.
- The radiologic technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purpose for which they were designed, and employs procedures and techniques appropriately.
- The radiologic technologist assesses situations; exercises care, discretion, and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.
- The radiologic technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treat-

ment of the patient and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.

- The radiologic technologist uses equipment and accessories; employs techniques and procedures; performs services in accordance with an accepted standard of practice; and demonstrates expertise in minimizing radiation exposure to the patient, self, and other members of the health care team.
- The radiologic technologist respects confidences entrusted in the course of professional practice, respects that patient's right to privacy, and reveals confidential information only as required by law or to protect the welfare of the individual or the community.
- The radiologic technologist continually strives to improve knowledge and skills by participating in continuing education and professional activities, sharing knowledge with colleagues, and investigating new aspects of professional practice.

## ADMISSION

### GENERAL INFORMATION

Students may apply for admission to the radiography program after qualifying for regular admission to Indiana University. Upon acceptance to the program, students who are enrolled in general education courses required for the Associate of Science degree are classified as preradiography.

If students have a disability and need assistance, special arrangements can be made to accommodate most needs. For the hearing impaired, SPRINT provides services at (800) 743-3333. For more information, please contact the program director.

Admission to the clinical/professional program is based upon each applicant's admission grade point average of the completed preradiography general education courses, a personal interview, and a rating point system. A maximum of 21 students are admitted each fall semester. Students must be certified by their academic advisor as *eligible* to apply for the clinical/professional program and must submit a formal application for admission consideration by *February 1 of the year of anticipated entry*.

### ACADEMIC STANDARDS

Students enrolled in the preradiography or clinical/professional program are subject to academic standards as established by IU South Bend. Failure to maintain these standards could lead to academic probation or dismissal from the program. The standards are explained to students during their initial orientation/advising session.

### SPECIFIC REQUIREMENTS

In addition to admission policies and requirements found at the beginning of this *Campus Bulletin*, the following requirements apply to the radiography program.

## PRERADIOGRAPHY PROGRAM

### AUTHORIZATION FOR PHYS-P 261 HUMAN ANATOMY AND PHYSIOLOGY I

To qualify for entry into PHYS-P 261 Human Anatomy and Physiology I, all preradiography and allied health students must meet at least one of the following conditions:

- Within the last three years, completed the IU South Bend PHSL-P 130 Human Biology course with a grade of C or higher
- Within the last three years, completed CHEM-C 102 Elementary Chemistry II with a grade of C or higher
- Within the last three years, completed the IU South Bend CHEM-C 105 Principles of Chemistry I and CHEM-C 125 Experimental Chemistry I and CHEM-C 106 Principles of Chemistry II and CHEM-C 126 Experimental Chemistry II with grades of C or higher in the respective lecture and laboratory classes

If you have completed human anatomy and physiology or chemistry at another college or IU system campus or if you need additional information, please contact the IU South Bend radiography department by calling (574) 520-4504 to discuss the guidelines for transfer credit equivalency consideration. All transfer courses are evaluated by the IU South Bend biology and/or chemistry departments to insure that course curriculum standards were met. Courses outside the IU system must be verifiable by course syllabi from the semesters in which the classes were completed and an official transcript with the course and grade listed.

### GENERAL EDUCATION COURSES (23 CR.)

General education courses may be taken on a full- or part-time basis. The courses listed below do not include remedial classes (non-GPA bearing) nor any course a student may be required to complete to meet admission and prerequisite criteria.

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

AHLT-R	185 Medical Terminology (1 cr.)
ENG-W	131 Elementary Composition
PHYS-P	261 Human Anatomy and Physiology I (5 cr.)
PHYS-P	262 Human Anatomy and Physiology II (5 cr.)
PSY-P	103 General Psychology
SPCH-S	121 Public Speaking

Select one of the following:

MATH-M	107 College Algebra
MATH-M	111 Mathematics in the World

### MINIMUM QUALIFICATIONS

At the beginning of each spring semester, students begin the application process for admission consideration into the clinical/professional program. Meeting the minimum criteria listed qualifies applicants for continuation of the admission process. *It does not guarantee a student admission into the clinical/professional program.*

### Program Application Deadline

Students must be certified by their academic advisor as *eligible* to apply for the clinical/professional program and must submit a formal application for admission consideration by **February 1** of the year of anticipated entry.

### Completion of 15 Credit Hours

Students are required to complete a minimum of 15 credit hours of general education course work with a C or higher by the end of the spring semester of the year of anticipated entry into the clinical/professional program. The remaining 8 credit hours of general education courses must be completed during the summer term prior to the start of the fall semester.

### Minimum Admission Grade Point Average (AGPA)

Students must have earned a minimum grade of C for the completed general education courses required for the degree.

AHLT-R	185 Medical Terminology (1 cr.)
ENG-W	131 Elementary Composition
PHSL-P	261 Human Anatomy and Physiology I (5 cr.)
PHSL-P	262 Human Anatomy and Physiology II (5 cr.)
PSY-P	103 General Psychology
SPCH-S	121 Public Speaking

Select one of the following:

MATH-M	107 College Algebra
MATH-M	111 Mathematics in the World

The AGPA includes grades earned in initial and repeat courses (excluding X grades according to Indiana University policy) that are required to meet general education standards. Grades/credit hours from remedial, non-GPA bearing, or prerequisite courses are not included in this calculation:

EDUC-U	100 Threshold Seminar (1-3 cr.)
EDUC-X	101 Techniques in Textbook Reading
ENG-W	31 Pre-Composition
ENG-W	130 Principles of Composition
MATH-M	4 Introduction to Algebra
MATH-M	14 Basic Algebra (4 cr.)
PHSL-P	130 Human Biology (4 cr.)

Courses transferred from other institutions are used in calculating this average. Transfer grades must, however, meet the Indiana University standard of C or higher. This requirement is applied at the time of program application and must be maintained.

### Minimum Cumulative Grade Point Average (CGPA)

Students must have a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale for all work completed at Indiana University. Courses for which the grades of I, S, P, R, W, or X are assigned are not used to calculate the CGPA since there are no points assigned to these grades.

Courses transferred from other institutions are used in calculating this average. Transfer grades must, however, meet the Indiana University standard of C or higher. This requirement is applied at the time of program application and must be maintained.

## TECHNICAL STANDARDS

The IU South Bend radiography program has specified technical standards critical to the success of the students in the clinical/professional program. Students must be able to meet the requirements which include the ability to lift and transfer patients to and from the x-ray examination table; move, adjust, and manipulate equipment to perform radiographic procedures; review and evaluate radiographs to determine the quality of the image; communicate orally and in writing with patients, doctors, and other personnel; and to follow written and verbal directions. Students must demonstrate these standards with or without reasonable accommodation to succeed in the program. A copy of the Technical Standards is sent to each applicant to review and sign, certifying that they can meet those standards.

## PROGRAM PROFESSIONAL STANDARDS

A student entering the IU South Bend radiography clinical/professional program must understand that they are entering a field of medicine that requires certain professional standards that other career choices may not. Professional dress, appearance, and modes of communication must be of certain standards to maintain the confidence and care of the patient. Patients present themselves in all ages, cultures, and of various ethnic origins; therefore trendy modes of dress and appearance are not allowed.

The program has an established dress code and a code of conduct that students must follow throughout their clinical experience. A copy of the IU South Bend *Radiography Program Professional Standards* is sent to each applicant to review and sign, certifying that they understand the requirements of the program and that they agree to abide by these standards.

## INTERVIEW

An interview is required for admission consideration and is scheduled during the months of April and May.

## VOLUNTEER EXPERIENCE

Although not a requirement, volunteer experience is recommended and is very helpful in making a career choice.



## CLINICAL/PROFESSIONAL PROGRAM

### GENERAL INFORMATION

Admission to the university as a preriography student, and successful completion of the general education course work, does not guarantee admission to the Associate of Science degree program. The number of clinical/professional students admitted each fall is dependent upon the number of openings available in the radiology departments in the area health care institutions designated as clinical education sites (Memorial Hospital; St. Joseph Regional Medical Center Campuses—Mishawaka, Plymouth, and South Bend; Elkhart General Hospital; and Goshen General Hospital).

A student who fails to accept an offer of admission twice is no longer eligible for consideration for admission to the clinical/professional program.

### ADMISSION CRITERIA

At the conclusion of the spring semester of program application, students in the applicant pool are scored to determine their rank order. The criteria for admission consideration is based on a 128 point weighted scale as follows:

75 points—AGPA (Admission Grade Point Average) of the preriography general education course work completed

25 points—Interview scores

28 rating points—Students can earn bonus points (maximum 28) which are added to their overall combined score as follows:

1 point given for each credit hour of a required general education course completed with a C or higher by the end of the spring semester of program application. Points available = 0-23

5 points given for completion of PHYS-P 261 Human Anatomy and Physiology I and PHYS-P 262 Human Anatomy and Physiology II with a C or higher by the end of the spring semester of program application. Points available = 5

Students admitted to the associate degree program must formally accept or decline admission, in writing, to the program prior to the beginning of the semester to which they are admitted. Students who were offered a position in the clinical/professional program but decline acceptance or become academically ineligible can reapply to the program the following year. They must compete with the applicant pool for the semester in which they request entrance with no preference or wait listing given. Students only have two opportunities to decline admission in writing prior to losing their eligibility to apply.

### CRIMINAL CHECKS

Federal mandates for clinical agencies require criminal checks through the Indiana State Police. Students are responsible for applying for the criminal check and all fees associated with the check.

## ASSOCIATE OF SCIENCE CURRICULUM

### PROFESSIONAL PROGRAM

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

Courses in the professional program are sequential and must be taken in the order specified by the program faculty.

#### **First Year–Summer Session (1 cr.)**

AHLT-R 103 Introduction to Clinical Radiography  
(1 cr.)

#### **First Year–Fall Semester (13 cr.)**

AHLT-R 100 Orientation to Radiographic Technology  
(2 cr.)

AHLT-R 101 Radiographic Procedures I (4 cr.)

AHLT-R 102 Principles of Radiography I

AHLT-R 181 Clinical Experience–Radiography I  
(4 cr.)

#### **First Year–Spring Semester (14 cr.)**

AHLT-R 182 Clinical Experience–Radiography II  
(6 cr.)

AHLT-R 201 Radiographic Procedures II (4 cr.)

AHLT-R 208 Topics in Radiography: Venipuncture and  
Pharmacology (1 cr.)

AHLT-R 250 Physics Applied to Radiology

#### **First Year–Summer Session I (5 cr.)**

AHLT-R 208 Topics in Radiography: Venipuncture and  
Pharmacology (1 cr.)

AHLT-R 281 Clinical Experience in Radiography III  
(4 cr.)

#### **First Year–Summer Session (6 cr.)**

AHLT-R 282 Clinical Experience in Radiography IV  
(6 cr.)

#### **Second Year–Fall Semester (14 cr.)**

AHLT-R 200 Pathology (2 cr.)

AHLT-R 202 Principles of Radiography II

AHLT-R 205 Radiographic Procedures III

AHLT-R 283 Clinical Experience in Radiography V  
(6 cr.)

#### **Second Year–Spring Semester (12 cr.)**

AHLT-R 207 Senior Seminar (Optional) (1 cr.)

AHLT-R 222 Principles of Radiography III

AHLT-R 260 Radiobiology and Protection in  
Diagnostic Radiology

AHLT-R 290 Comprehensive Experience (6 cr.)

CLINICAL/PROFESSIONAL HOURS . . . . .66 CR.

GENERAL EDUCATION HOURS . . . . .23 CR.

DEGREE PROGRAM TOTAL . . . . .89 + CR.

\* Total credit hours do not include remedial classes (non-GPA bearing) nor any course a student is required to take to meet admission and prerequisite criteria. (Example: PHSL-P 130 Human Biology)



### WITHDRAWAL AND REINSTATEMENT

Students in the Associate of Science degree program who withdraw from the clinical/professional program must reapply for admission to the program. Withdrawal from radiography major courses constitutes a disruption in progress and requires that a student seek reinstatement to the program.

Students desiring reinstatement must reapply within a time frame that would allow the student timely completion of the program. A written request must be submitted at least six weeks prior to the term of desired reentry. All requests for reentry are evaluated by the program director on the basis of available resources, and if appropriate, on the satisfactory completion of any conditions and/or recommendations existing at the time of withdrawal. *Reinstatement to the IU South Bend radiography clinical/professional program is not guaranteed.*

### AWARDS

The program faculty recommend graduating students with superior academic performance for degrees awarded with distinction. The student with the highest GPA in the clinical/professional program is awarded the Mallinckrodt Award of Excellence. Also each year, an outstanding student is presented the IU South Bend Outstanding Student Award for Clinical Excellence.

### GRADUATION REQUIREMENTS

Satisfactory completion of 86+ credit hours, to include 23 credit hours of general education courses and 66 credit hours of clinical/professional courses. All course work must be completed in compliance with the program's and school's academic and professional policies.

## PREPROFESSIONAL PROGRAMS

Several preprofessional programs in allied health sciences are available at IU South Bend. If you complete prerequisite courses and application requirements, you are eligible to apply for acceptance to the clinical/professional programs located at Indiana University–Purdue University Indianapolis and other Indiana University regional campuses. Preprofessional programs currently available at IU South Bend include:

- Clinical Laboratory Science
- Cytotechnology
- Health Information Administration
- Medical Imaging
- Medical Laboratory Technology
- Nuclear Medicine
- Paramedic Science
- Respiratory Care
- Respiratory Therapy
- Radiation Therapy
- Radiologic Sciences
- Surgical Technology (in collaboration with Ivy Tech—Michigan City)
- Master of Occupational Therapy
- Doctor of Physical Therapy

## ENROLLMENT AND ADVISING

All students interested in pursuing an allied health preprofessional program should contact the radiography/allied health director or program advisor for orientation and advising sessions. The director or program advisor helps the student choose the appropriate courses and semester sequence to complete the prerequisites.

## ADMISSION REQUIREMENTS

- Following the completion of the required prerequisite course work, students may apply for admission into the clinical/professional program of the degree.
- The minimum grade requirement in a prerequisite course is C (2.0 on a 4.0 scale). Students must achieve the minimum cumulative grade point average (CGPA) of 2.5 or higher to apply for the clinical/professional program of their degree. Grades from remedial courses are not calculated into the grade point average of the prerequisite courses.
- A minimum mathematics/science grade point average may also be required to apply for admission into a specific clinical/professional program. This requirement is applied at the time of program application and must be maintained.

Program sheets which explain application requirements are available at the radiography/allied health office. If a student is unable to meet the required standards for the desired allied health program, they are advised of alternate educational programs available to them on the IU South Bend campus and throughout Indiana University.



**ERNESTINE M. RACLIN**  
**SCHOOL OF THE ARTS**

**THOMAS C. MILLER, DEAN**

**OFFICE: NORTHSIDE HALL 101**

**TELEPHONE: (574) 520-4134**

**INTERNET ADDRESS: [www.iusb.edu/~sbarts](http://www.iusb.edu/~sbarts)**

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**MARTIN PROFESSOR OF PIANO:** Toradze

**PROFESSORS:** Barton, Carder, Droege, Lasater, Meyer, Miller

**ASSOCIATE PROFESSORS:** Ackoff, J. R. Colborn, Kolt, Larkin, Natella

**ASSISTANT PROFESSORS:** Hanson, Lambert, Moore, Muñiz, Nilsen, Nolan, Obata, Park, Zechowski

**LECTURERS:** Allee, Badridze, Fry, Gillen, Hosterman, Jay, McKale, Monsma, Purcell, Sylvester

**FACULTY EMERITI:** Demaree, Esselstrom, Gering, Langland, Pepperdine, Zisla

**ASSOCIATE DEAN OF PRODUCTION:** Carder

**ASSOCIATE DEAN OF INSTRUCTION:** Freitas

**COORDINATOR OF ARTS STUDENT SERVICES:** Rector





## GENERAL INFORMATION

### WELCOME TO THE ARTS!

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

The school offers four major areas of study: communication arts, music, theatre and dance, and the visual arts. Students are mentored by faculty and enjoy small class sizes that provide exceptional educational opportunities within a range of traditional programs and professional studies leading to associate and bachelor's degrees.

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

### MISSION STATEMENT

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

The following statements inform our mission:

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

### ADMISSION

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

- Seek admission to IU South Bend. (See admission section in the front of this *Campus Bulletin*.)

- Incoming freshmen must attend one of the mandatory orientation sessions. Raclin School of the Arts majors are directly admitted to the school and need the information presented in this orientation session. All entering freshmen must take university placement examinations in mathematics and reading and complete courses as determined by placement examination results. English placement level and course requirement is determined by SAT score, or by taking an optional placement examination in English. Some students may need to take additional courses, depending upon degree program requirements.
- Students are certified into degree programs only after completion of an entrance procedure as stipulated by each major area. The procedure may be an audition, an interview with a faculty member, a review of high school transcripts, a portfolio review, or some other method as prescribed by the area coordinator of each discipline. (Prospective music students should see the section on bachelor's degrees in music for entrance procedures.)
- Transfer students must wait until after they are admitted to IU South Bend and their transcripts are evaluated by the admissions office to be advised. Transfer students must consult with the coordinator of arts student services to determine their placement examination requirements. Transfer course equivalencies and fulfillment of degree requirements in the major are not guaranteed and the number of courses that transfer and count toward an IU South Bend degree is limited (see the specific information listed under each degree below). The faculty in each area may require a transfer student to retake courses transferred from another university to guarantee proficiency. Should questions arise regarding the transfer of general education courses, transfer students must be prepared to present a syllabus and course description or a portfolio (if appropriate) to facilitate appropriate course transfers.

### THE STUDENT'S RESPONSIBILITY

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

### ACADEMIC REGULATIONS

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

Occasional changes in the graduation requirements for Raclin School of the Arts majors may lead to uncertainty as to what requirements are applicable for a given graduating student. For the general education requirements and other academic matters, the student may choose either the *Campus Bulletin* in effect at the time of matriculation to IU South Bend or the *Campus Bulletin* in effect at the time of graduation. For meeting requirements of the major, the choice is between the *Campus Bulletin* in effect when the student is accepted into the Raclin School of the Arts or the *Campus Bulletin* in effect when the student graduates.

### RESIDENCY REQUIREMENT

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

### GPA REQUIREMENT

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

### EVENTS ATTENDANCE

The events attendance program is designed to provide cultural enrichment to the educational experience of IU South Bend students. The faculty of the Raclin School of the Arts established a policy that requires arts majors and students enrolled in certain arts courses to attend events from a balanced list of cultural offerings. It is the intention of the program to encourage students to get involved in the arts beyond the classroom.

Any student who enrolls in one of the following arts courses may be required to participate in the events attendance program:

- FINA-A 109 Ways of Seeing\*
- FINA-A 190 Art, Aesthetics, and Creativity
- FINA-H 100 Art Appreciation
- JOUR-C 200 Introduction to Mass Communications
- MUS-A 190 Art, Aesthetics, and Creativity
- MUS-M 174 Music for the Listener I
- MUS-M 176 Auditorium Series I (2 cr.)
- MUS-M 177 Auditorium Series II (2 cr.)
- MUS-M 276 Experience with Music in Concert
- SPCH-S 121 Public Speaking
- SPCH-S 223 Business and Professional Speaking
- THTR-A 190 Arts, Aesthetics, and Creativity

\* Course under development

All Raclin School of the Arts majors are required to meet an events attendance requirement per semester as follows:

- Communication arts majors are required to attend three events and are responsible to the professor in the highest-level major course in which they are enrolled.
- Visual arts majors must attend four events each semester whenever they are enrolled in an art history course.
- Music majors must attend eight events each semester whenever they are enrolled in a theory or music history course.
- Theatre majors are required to attend six events per semester and are responsible to the professor in the highest-level major course in which they are enrolled.

**NOTE: FAILURE TO MEET THE EVENTS ATTENDANCE REQUIREMENT RESULTS IN THE LOWERING OF THE GRADE BY ONE LETTER IN THE AFOREMENTIONED COURSE.**

### APPLICATION FOR DEGREES

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

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

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## BACHELOR'S DEGREES

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

### GENERAL REQUIREMENTS

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

- Compile at least 120-129 credit hours (see specific degree requirements). The total may include 4 credit hours of military science (not included in cumulative grade point average).
- Complete at least 26 credit hours of the work of the senior year and at least 10 credit hours above the first-level courses in the major subject (not necessarily during the senior year) while in residence at IU South Bend. The 10 credit hours in the major subject must be taken in courses approved by the major department. Transfer students may expect to transfer no more than 95 credit hours toward the minimum 120 credit hours necessary for graduation in the Raclin School of the Arts. This limit applies also to

credit hours earned at other campuses of Indiana University. Ensemble credits earned by music majors do not apply to the 120 credit hour minimum.

- Achieve a minimum cumulative grade point average of 2.0.
- Complete all requirements in the student's major and minor areas with a C– or higher. However, the overall grade point average in these areas may not fall below 2.0 (C). Any course in which the student receives a grade of F does not count in the credit hours accumulated for graduation.
- Pass an upper-division examination. Students are eligible for placement in the upper-division approximately halfway through the degree program, upon completion of 56 credit hours, with a significant number of hours in the major area. A student's readiness for the upper-division is determined by the student's faculty advisor and area coordinator with input from the coordinator of arts student services. Upper-division reviews are a portfolio review in visual arts, a twenty-minute performance in music, a monologue or portfolio review in theatre, and a major paper or project in mass communication and speech communication, as determined by the faculty in communication arts.
- Complete at least 30 credit hours of course work at the 300-level or above.
- Demonstrate math competency by achieving a score of Level 6 on the math placement examination and/or successfully complete courses at this level as specified by the requirements of one of the degrees offered by the school.
- Any student completing the undergraduate requirements for a degree in the Raclin School of the Arts with a cumulative grade point average of 3.5 is graduated with distinction; 3.75, with high distinction; 3.90 (3.95 in music courses), with highest distinction.

#### RESTRICTIONS

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

## ASSOCIATE OF ARTS

The Raclin School of the Arts offers instruction leading to the Associate of Arts with concentrations in communication arts, visual arts, and theatre. This degree is a two-year program of study which provides the foundation for a Bachelor of Arts or a Bachelor of Fine Arts for those students who eventually wish to continue their undergraduate studies.

#### GENERAL REQUIREMENTS

- Accrue a minimum of 62 credit hours.
- Complete at least 15 credit hours while in residence at IU South Bend.
- Take at least two courses in the area of concentration, totaling at least 6 credit hours, at IU South Bend.
- Achieve a minimum cumulative grade point average of 2.0.
- Complete and pass all requirements in the student's major and minor areas with a C– or higher. However, the overall GPA in these areas may not fall below 2.0 (C). Any course in which the student receives a grade of F does not count in the credit hours accumulated for graduation.

#### RESTRICTIONS

- Not more than 47 credit hours earned in an accredited two-year institution may be credited toward an associates degree.

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## COMMUNICATION ARTS

**PROFESSOR:** Lasater

**ASSISTANT PROFESSORS:** Lambert, Obata, Zechowski

**LECTURERS:** Allee, Gillen, Hosterman, McKale, Sylvester

**FACULTY EMERITUS:** Gering

**AREA COORDINATOR:** Hosterman

**PROGRAM DIRECTOR, BASIC COURSE:** Gillen

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## BACHELOR OF ARTS IN MASS COMMUNICATION (123 CR.) AND SPEECH COMMUNICATION (123 CR.)

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

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

## GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (13-19 CR.)

##### A. Writing

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

##### B. Critical Thinking

Select from approved course list, page 34

##### C. Oral Communication

SPCH-S 121 Public Speaking

##### D. Visual Literacy

Select from approved course list, page 35

##### E. Quantitative Reasoning

Select from approved course list, page 35

##### F. Information Literacy

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

##### G. Computer Literacy

Select from approved course list, page 35

#### II. COMMON CORE COURSES (12 CR.)

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

##### A. The Natural World

Select from approved course list, page 35

##### B. Human Behavior and Social Institutions

Select from approved course list, page 36

##### C. Literary and Intellectual Traditions

Select from approved course list, page 36

##### D. Art, Aesthetics, and Creativity

Select from approved course list, page 36

#### III. CONTEMPORARY SOCIAL VALUES (8 CR.)

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

##### A. Non-Western Cultures

Select from approved course list, page 36

##### B. Diversity in United States Society

Select from approved course list, page 37

##### C. Health and Wellness (2 cr.)

Select from approved course list, page 37

## ADDITIONAL REQUIREMENTS (27 CR.)

### World Languages (6 cr.)

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

### History (3 cr.)

Select one course in any area of history

### Electives (18 cr.)

Select six courses from any mix of disciplines

## MINOR (18 CR.)

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

## MASS COMMUNICATION

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

### REQUIREMENTS (18 CR.)

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

### SELECT ONE CONCENTRATION (21 CR.)

#### Electronic Media

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

#### Journalism

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

#### Public Relations

JOUR-J 319 Introduction to Public Relations  
JOUR-J 428 Public Relations Planning and Research  
SPCH-S 122 Interpersonal Communication  
SPCH-S 223 Business and Professional Speaking  
SPCH-S 324 Persuasion  
SPCH-S 440 Organizational Communication  
One communication elective

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

## MINOR IN MASS COMMUNICATION (21 CR.)

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

JOUR-C 200 Introduction to Mass Communications  
JOUR-J 200 Reporting, Writing, and Editing

- JOUR-J 410 The Media as Social Institutions  
 SPCH-S 205 Introduction to Speech Communication  
 TEL-R 287 Processes and Effects of Mass Communication  
 TEL-R 404 Topical Seminar in Telecommunications  
 Select one of the following:  
 SPCH-S 121 Public Speaking  
 Approved communication elective




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## SPEECH COMMUNICATION

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

### REQUIREMENTS (15 CR.)

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

### SELECT ONE CONCENTRATION (24 CR.)

#### *Interpersonal Communication*

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

#### *Organizational Communication*

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

#### *Public Advocacy (Rhetorical Studies)*

- SPCH-C 320 Advanced Public Speaking  
 SPCH-S 228 Argumentation and Debate  
 SPCH-S 324 Persuasion  
 SPCH-S 440 Organizational Communication  
 SPCH-S 444 Political Communication  
 Communication electives

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

## MINOR IN SPEECH COMMUNICATION (18 CR.)

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

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

## MINOR IN INTERPERSONAL COMMUNICATION (15 CR.)

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

- SPCH-S 122 Interpersonal Communication  
 SPCH-S 205 Introduction to Speech Communication  
 Choose three courses from the following: (9 cr.)  
 SPCH-S 229 Discussion and Group Methods  
 SPCH-S 322 Advanced Interpersonal Communication  
 SPCH-S 380 Nonverbal Communication  
 SPCH-S 427 Cross-Cultural Communication  
 SPCH-S 450 Gender Communication

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## ASSOCIATE OF ARTS CONCENTRATION IN COMMUNICATION ARTS (63 CR.)

### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (30 CR.)

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

#### I. FUNDAMENTAL LITERACIES (13 CR.)

##### *A. Writing*

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

##### *B. Critical Thinking*

Not required

##### *C. Oral Communication*

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

**D. Visual Literacy**

Not required

**E. Quantitative Reasoning**

Select one of the following:

MATH-M 111 Mathematics in the World

Other approved mathematics course at Level IV proficiency, page 35

**F. Information Literacy**COAS-Q 110 Introduction to Information Literacy (1 cr.)  
(Take in conjunction with ENG-W 131)**G. Computer Literacy**

Select from approved course list, page 35

**II. COMMON CORE COURSES (12 CR.)**Complete one course from each of the following four areas, as designated in the *Schedule of Classes*. Art, Aesthetics, and Creativity must be completed at the 300-level.**A. The Natural World**

Select from N 190 or N 390 offerings, page 35

**B. Human Behavior and Social Institutions**

Select from B 190 or B 399 offerings, page 36

**C. Literary and Intellectual Traditions**

Select from T 190 or T 390 offerings, page 36

**D. Art, Aesthetics, and Creativity**

Select from A 399 offerings, page 36

**III. CONTEMPORARY SOCIAL VALUES (5 CR.)****A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Not required

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**OTHER GENERAL EDUCATION (12 CR.)****History (3 cr.)**

One course in any area of History

**World Languages (6 cr.)**

Two consecutive semesters in one language

**Electives (3 cr.)**

One course in any discipline

**CONCENTRATION REQUIREMENTS (21 CR.)**

JOUR-C 200 Introduction to Mass Communication

JOUR-J 200 Reporting, Writing, and Editing

SPCH-S 122 Interpersonal Communication

SPCH-S 205 Introduction to Speech Communication

SPCH-S 223 Business and Professional  
Communication

TEL-T 273 Media Program Design

Communication elective (300-level or above)

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**MUSIC****MARTIN PROFESSOR OF PIANO:** Toradze**PROFESSOR:** Barton**ASSOCIATE PROFESSOR:** Kolt**ASSISTANT PROFESSOR:** Muñiz**LECTURERS:** Badridze, Purcell**FACULTY EMERITI:** Demaree, Esselstrom**AREA COORDINATOR:** Barton

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**GENERAL INFORMATION****ADMISSION**

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

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

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

**TRANSFER STUDENTS**

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

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

Transfer students, especially those transferring for their junior or senior years, must be aware of the possibility that not all credit hours in the above areas are accepted or counted toward degree requirements in the Raclin School of the Arts. These students may have to spend a longer time to complete their bachelor's degrees.

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

### CREDIT FOR PROFESSIONAL EXPERIENCE

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

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

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

### ENSEMBLE REQUIREMENT

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

*Ensemble credits earned by music majors do not apply toward the 120 credit hour minimum required for a degree.*

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

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

### CHECKLIST

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

### APPLIED MUSIC PROCEDURES

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

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

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

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

### PERFORMER'S CERTIFICATE

The IU South Bend Raclin School of the Arts faculty established the Performer's Certificate to honor those students who exhibit exceptional abilities in music performance. While all applied music students are eligible, the certificate rarely is awarded to those below senior standing. No regular schedule of awards is established, nor shall any student receive the certificate twice.

A student is nominated for the Performer's Certificate upon the favorable vote of two-thirds of the faculty present at the recital hearing. All resident music faculty members are thereby obligated to attend the public recital itself, following which a final ballot is taken from a minimum of six resident faculty members. The certificate is awarded unless two or more negative ballots are cast by those present and voting.

### COMPOSER'S CERTIFICATE

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

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

## BACHELOR'S DEGREES IN MUSIC

### KEYBOARD PROFICIENCY

All students majoring in music (B.M., B.M.E., B.S.) must pass a keyboard proficiency examination before graduation. (B.M.E. students must pass the keyboard proficiency examination before student teaching.) The proficiency examination tests the student's ability to use the piano as a tool within the framework of professional activities; thus, the requirements vary in emphasis according to the area of major study.

The examination is taken with the consent of the instructor with whom the secondary student is studying. Entering students who are prepared to take the examination may do so.

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

Students, except those majoring in a keyboard instrument, are required to enroll in piano class until they pass the piano proficiency or complete the piano class sequence (MUS-P 101, MUS-P 102, MUS-P 103, MUS-P 104 Piano Class I-IV). Students who reach the fourth semester of piano class, MUS-P 104 Piano Class IV, without having attempted the examination are required to do so during that fourth semester.

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

**NOTE: ALL STUDENTS MAJORING IN A KEYBOARD INSTRUMENT MUST TAKE THE PIANO PROFICIENCY EXAMINATION NO LATER THAN THE END OF THEIR FIRST SEMESTER OF STUDY.**

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

### REQUIREMENTS FOR KEYBOARD PROFICIENCY

Basic examination required for all degree programs in music:

1. Reading a melodic line at sight, incorporating a simple accompaniment.
2. Sight-reading a four-part chorale, hymn, or community song.
3. Sight-reading as follows:
  - Voice (B.M., B.S.): an accompaniment to an art song.
  - Instrumental (B.M., B.S.): an accompaniment to an instrumental solo.
  - Keyboard (except organ) (B.M., B.S.): the piano part of an ensemble piece such as a Mozart sonata for piano and violin.
4. Playing a Roman numeral chord progression, such as I IV ii6 V7 I, in a major key (to four sharps or flats).

5. Playing a familiar melody, such as “Happy Birthday,” or “Auld Lang Syne,” by ear, incorporating a chordal accompaniment.
6. Playing from music either the “Star-Spangled Banner” in A-flat, “America” in F, or “America the Beautiful” in B-flat. Foreign students may substitute a patriotic song of their own country for the songs listed above; organists may substitute the “Gloria Patri” or the “Doxology.”
7. Additional requirements: (required of students in the degree programs indicated)
  - Piano and Organ (B.M., B.S.): Scales and arpeggios, major and minor keys, in sixteenth notes, two hands—four octaves, quarter note = M.M. 144.
  - Organ (B.M., B.S.): Chorale style improvisation, modulation to any key.
  - Organ (B.M., B.S.): Transposition of a hymn by a half or whole step in either direction. Sight-reading of vocal score.
  - Voice (B.M., B.S.): Sight-reading a solo vocal part together with the piano accompaniment.
  - Composition (B.M.): Sight-reading (from score) a portion of a Classical period string quartet (slow movement). Realize in four parts a Roman numeral progression which modulates to a distantly related key, and which may include chord types such as the augmented sixth, Neapolitan sixth, altered dominants, etc. Sight-reading a portion of a twentieth century piano work of moderate difficulty, e.g., Bartók Mikrokosmos, Vol. V.
  - All students: Transpose a melodic line at sight to any key.

Candidates for the B.M. in keyboard degree must meet all the requirements for their major instrument.

## BACHELOR OF MUSIC AND BACHELOR OF SCIENCE IN MUSIC

The Bachelor of Music and the Bachelor of Science in Music degrees each require 129 credit hours.

### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (13-19 CR.)

##### A. Writing

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

##### B. Critical Thinking

Select from approved course list, page 34



**C. Oral Communication**

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

**D. Visual Literacy**

Select from approved course list, page 35

**E. Quantitative Reasoning**

MATH-M 111 Mathematics in the World

**F. Information Literacy**

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

**G. Computer Literacy**

Select from approved course list, page 35

**II. COMMON CORE COURSES (12 CR.)**

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

**A. The Natural World**

Select from N 190 or N 390 offerings, page 35

**B. Human Behavior and Social Institutions**

Select from B 190 or B 399 offerings, page 36

**C. Literary and Intellectual Traditions**

Select from T 190 or T 399 offerings, page 36

**D. Art, Aesthetics, and Creativity**

Select from A 190 or A 399 offerings, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

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

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS (12 CR.)****World Language**

Two semesters of one language (may be satisfied with Language Placement Test and credit by examination)

**Western Culture**

HIST-H 113 Western Culture I  
HIST-H 114 Western Culture II

**CURRICULA FOR BACHELOR'S DEGREES**

At the time of this printing, all bachelor's degree curricula are being revised to accommodate the new campus general education requirements. The information below about assessment and the patterns of music theory and music history course offerings incorporate the changes now being proposed, and also serve students who are completing their degrees under the old requirements. The specific course listings for the various degrees that follow this section are the *old* requirements for the degrees; the new requirements,

when approved, will be posted to the online version of this *Campus Bulletin*, and all students who matriculated under the former general education requirements will be informed of the new requirements, and will be given the opportunity to change to the new requirements or to complete their degree using the old requirements, as described in previous editions of the *Campus Bulletin*.

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

In addition, the following specifics apply for each degree: All entering or transferring music majors must complete an assessment process in music theory and general music history prior to being placed in music theory and music history courses. Students whose skills at assessment are equivalent to passing skills in MUS-M 111 Music Literature, receive credit by examination for this course and are permitted to register for MUS-T 113 Music Theory I and/or MUS-M 201 Music Literature 1. Therefore, the following patterns of music theory and music history enrollment are possible:

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**MUSIC THEORY AND MUSIC HISTORY  
PATTERNS OF ENROLLMENT**

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**Fall Semester**

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

**Spring Semester**

First Year	MUS-T 114/116 and MUS-M 111
Second Year	MUS-T 315 and MUS-M 202
Third Year	MUS-M 375 or MUS-M 430
Fourth Year	MUS-M 375 or MUS-M 430

**Summer Session**

First Year	MUS-T 213/215
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MUS-M 111	Music Literature (4 cr.)
MUS-T 113/115	Music Theory 1/Aural Skills 1
MUS-T 114/116	Music Theory 2/Aural Skills 2
MUS-T 213/215	Music Theory 3/Aural Skills 3
MUS-T 214/216	Music Theory 4/Aural Skills 4
MUS-T 315	Introduction to Form and Analysis
MUS-M 201	Music Literature 1 (Antiquity-1680)
MUS-M 202	Music Literature 2 (1680-1830)
MUS-M 403	Music History 3 (1815-1945)
MUS-M 375	Survey of Ethnic and Pop Music of the World
MUS-M 430	Music since 1945

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## BACHELOR OF MUSIC, COMPOSITION

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

Entrance to the curriculum only by permission of the dean.

### PREREQUISITES

Reasonable proficiency in at least one branch of applied music

Knowledge of music theory equivalent to MUS-T 113

Music Theory I. (Students who must take MUS-T 113 should not expect to complete this curriculum within four years.)

### Applied Music

MUS-x 300 Principal Instrument (2 cr. each semester)

MUS-K 210 Applied Composition for three semesters, beginning with student's second semester of enrollment (2-2-2 cr.)

MUS-K 402 Senior Recital in Composition (1 cr.)

MUS-K 410 Applied Composition (4 cr. each semester after the upper-division examination has been passed)

MUS-P 101 Piano Class I (2 cr.)

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

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

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

**Theory and Music History** See page 137.

### Ensemble

Major Ensemble (Select one of the following during every semester of enrollment)

MUS-X 002 Piano Accompanying (2 cr.)

MUS-X 040 University Instrumental Ensembles (2 cr.)

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

MUS-X 423 Chamber Music (1 cr.)

Two to eight semesters, depending upon principal instrument, at the discretion of the course coordinator (strings 8, winds 2, brass 2, percussion 2, guitar 2, piano 4, organ 2, harpsichord 2, voice 4)

**Education and Music Education** None required

### Other Music

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

MUS-G 380 Advanced Conducting (2 cr.)

MUS-K 403 Electronic Studio Resources I

MUS-K 404 Electronic Studio Resources II

MUS-K 406 Projects in Electronic Music

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

MUS-T 400 Undergraduate Readings in Theory (two semesters)

**See General Education requirements on pages 136-137.**

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## BACHELOR OF MUSIC, KEYBOARD

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

This degree stresses the study of two keyboard instruments out of three: piano, organ, and harpsichord. Additional study on the third instrument is possible.

### Applied Music

MUS-x 300 Primary Instrument for six semesters (4 cr. each semester)

MUS-x 300 Secondary Instrument for four semesters (2 cr. each semester)

MUS-x 301 Recital for Primary Instrument (1 cr.)

MUS-x 301 Recital for Secondary Instrument (1 cr.)

MUS-V 201 Voice Class I (2 cr.)

MUS-V 202 Voice Class II (2 cr.)

**Theory and Music History** See page 137.

### Ensemble

Major Ensemble (Select one of the following during every semester of enrollment)

MUS-X 002 Piano Accompanying (2 cr.)

MUS-X 040 University Instrumental Ensembles (2 cr.)

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

MUS-X 423 Chamber Music (1-1 cr.)

Two semesters, at the discretion of the course coordinator

### Education and Music Education

MUS-E 490 Psychology of Music Teaching

MUS-E 493 Piano Pedagogy (2 cr.)

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

MUS-E 496 Supervised Practice Teaching II (2 cr.)

MUS-E 497 Supervised Practice Teaching III (2 cr.)

### Other Music

MUS-C 402 Church Music 2

MUS-F 301 Accompanying Recital (1 cr.)

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

MUS-M 443 Survey of Keyboard Literature I (2 cr.)

MUS-M 444 Survey of Keyboard Literature II (2 cr.)

**See General Education requirements on pages 136-137.**

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## BACHELOR OF MUSIC

### ORCHESTRAL INSTRUMENT

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

### Applied Music

MUS-x 400 Principal Instrument (2-6 cr. each semester)

MUS-x 401 Junior Recital (1 cr.)

MUS-x 402 Senior Recital (1 cr.)

MUS-P 101 Piano Class I (2 cr.)

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

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

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

MUS-V 201 Voice Class I (2 cr.)

**Theory and Music History** See page 137.

**Ensemble**

- Major Ensemble (Select one of the following during every semester of enrollment)  
 MUS-X 002 Piano Accompanying (2 cr.)  
 MUS-X 040 University Instrumental Ensembles (2 cr.)  
 MUS-X 070 University Choral Ensembles (2 cr.)  
 MUS-X 423 Chamber Music (1 cr.) Two to eight semesters, depending upon principal instrument, at the discretion of the course coordinator (strings 8, winds 2, brass 2, percussion 2, guitar 2)

**Education and Music Education**

- MUS-E 490 Psychology of Music Teaching

**Other Music**

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

**See General Education requirements on pages 136-137.**

## BACHELOR OF MUSIC, ORGAN

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

**Applied Music**

- Select one of the following for two semesters:  
 MUS-P 400 Piano (2-6 cr.)  
 MUS-Q 400 Organ (2-6 cr.)  
 MUS-Q 400 Organ (2-6 cr. every remaining semester)  
 MUS-Q 401 Junior Recital (1 cr.)  
 MUS-Q 402 Senior Recital (1 cr.)  
 MUS-V 201 Voice Class I (2 cr.)  
 MUS-V 202 Voice Class II (2 cr.)

**Theory and Music History** See page 137.

**Ensemble**

- Major Ensemble (Select one of the following during every semester of enrollment)  
 MUS-X 002 Piano Accompanying (2 cr.)  
 MUS-X 040 University Instrumental Ensembles (2 cr.)  
 MUS-X 070 University Choral Ensembles (2 cr.)  
 MUS-X 423 Chamber Music (1-1 cr.)  
 Two semesters, at the discretion of the course coordinator

**Education and Music Education**

- MUS-E 490 Psychology of Music Teaching

**Other Music**

- MUS-C 401 Church Music 1  
 MUS-C 402 Church Music 2  
 MUS-G 370 Techniques for Conducting (2 cr.)  
 MUS-G 380 Advanced Conducting (2 cr.)

**See General Education requirements on pages 136-137.**

## BACHELOR OF MUSIC, PIANO

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

**Applied Music**

- MUS-P 400 Piano (2-6 cr. each semester)  
 MUS-P 401 Junior Recital (1 cr.)  
 MUS-P 402 Senior Recital (1 cr.)  
 MUS-x 200 Secondary Instrument (two semesters 2-2 cr.)

**Theory and Music History** See page 137.

**Ensemble**

- Major Ensemble (Select one of the following during every semester of enrollment)  
 MUS-X 002 Piano Accompanying (2 cr.)  
 MUS-X 040 University Instrumental Ensembles (2 cr.)  
 MUS-X 070 University Choral Ensembles (2 cr.)  
 MUS-X 423 Chamber Music (1-1-1-1 cr.)  
 Four semesters, at the discretion of the course coordinator

**Music Education**

- MUS-E 490 Psychology of Music Teaching  
 MUS-E 493 Piano Pedagogy (2 cr.)  
 MUS-E 495 Supervised Practice Teaching I (2 cr.)

**Other Music**

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

**See General Education requirements on pages 136-137.**

## BACHELOR OF MUSIC, VOICE

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

**Applied Music**

- MUS-P 101 Piano Class I (2 cr.)  
 MUS-P 102 Piano Class II (2 cr.)  
 MUS-P 103 Piano Class III (2 cr.)  
 MUS-P 104 Piano Class IV (2 cr.)  
 MUS-V 400 Voice (2-3 cr. each semester)  
 MUS-V 401 Junior Recital (1 cr.)  
 MUS-V 402 Senior Recital (1 cr.)  
 THTR-D 120 Ballet I (2 cr.)  
 THTR-D 220 Ballet II (2 cr.)

**Theory and Music History** See page 137.

**Ensemble**

- Major Ensemble (Select one of the following during every semester of enrollment)  
 MUS-X 002 Piano Accompanying (2 cr.)  
 MUS-X 040 University Instrumental Ensembles (2 cr.)  
 MUS-X 070 University Choral Ensembles (2 cr.)  
 MUS-X 423 Chamber Music (1-1-1-1 cr.)  
 Four semesters, at the discretion of the course coordinator

**Education and Music Education**

- MUS-E 490 Psychology of Music Teaching  
 MUS-E 494 Vocal Pedagogy

**Other Music**

- MUS-G 370 Techniques for Conducting (2 cr.)  
 MUS-G 380 Advanced Conducting (2 cr.)  
 MUS-M 431 Song Literature I  
 MUS-R 471 Opera Workshop  
 MUS-U 121 Fundamentals of Diction for Singers (2 cr.)

See General Education requirements on pages 136-137.

## BACHELOR OF MUSIC EDUCATION

The curriculum for the Bachelor of Music Education degree is currently being revised to meet new certification standards for the state of Indiana. Please consult the area coordinator for music to determine program availability.

## BACHELOR OF SCIENCE IN MUSIC AND AN OUTSIDE FIELD

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

This curriculum is, in effect, a double concentration in music and an outside field approved by the director of instruction of the Raclin School of the Arts. The following disciplines are recommended outside fields: business, psychology, theatre, radio/television, journalism, modern languages, English, history, mathematics, and computer science; others may be approved also. The student must consult an advisor in the outside field for the design of an appropriate sequence.

**Applied Music**

- MUS-x 300 Principal Instrument (2 cr. each semester)  
 MUS-x 301 Recital (1 cr.)  
 MUS-P 101 Piano Class I (2 cr.)  
 MUS-P 102 Piano Class II (2 cr.)  
 MUS-P 103 Piano Class III (2 cr.)  
 MUS-P 104 Piano Class IV (2 cr.)

**Theory and Music History** See page 137.

**Ensemble**

- Major Ensemble (Select one of the following every semester of enrollment)  
 MUS-X 002 Piano Accompanying (2 cr.)  
 MUS-X 040 University Instrumental Ensembles (2 cr.)  
 MUS-X 070 University Choral Ensembles (2 cr.)  
 MUS-X 423 Chamber Music (1 cr.) Two to eight semesters, depending upon principal instrument, at the discretion of the course coordinator (See ensemble listing for B.M., Composition.)

**Education and Music Education** None required

**Other Music**

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

See General Education requirements on pages 136-137.

**Concentration Sequence (22-24 cr.)**

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

## PSYCHOLOGY

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

## THEATRE

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

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

## HISTORY

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

## COMPUTER SCIENCE

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

## PROGRAMS LEADING TO OTHER UNDERGRADUATE MUSIC DEGREES

Students enrolled at IU South Bend may pursue course work leading to the following degrees offered at the Indiana University School of Music (Bloomington or Fort Wayne campuses). Generally, three full years of course work on these programs are currently available at IU South Bend. The fourth year may be added in the future. For complete curricula, requirements, and specific regulations regarding these

specializations, see the bulletin of the School of Music. The academic advisor of the school is pleased to assist and counsel any student interested in one of these programs.

### BACHELOR OF MUSIC

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

### BACHELOR OF ARTS IN MUSIC

At the time of this printing, a Bachelor of Arts in music is being drafted. Students should consult with the Raclin School of the Arts academic advisor for further information.

### MINORS IN MUSIC

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

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

#### CORE STUDIES (14 CR.)

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

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

MUS-M 375 Survey of Ethnic and Pop Music of the World  
MUS-M 403 History of Music I  
MUS-M 430 Introduction to Contemporary Music  
MUS-T 213 Music Theory III  
MUS-T 214 Music Theory IV  
MUS-T 315 Analysis of Musical Form  
Any music course approved by the music advisor

#### TRACK 1: PERFORMANCE STUDIES (21 CR.)

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

##### Core Studies (14 cr.)

See courses listed above (14 cr.)

##### Applied Music (4 cr.)

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

##### Other Music (3 cr.)

One course chosen from the list above

##### Performance Laboratory (0 cr.) and Ensemble (2 cr.)

These courses are required each semester a student is registered in the performance studies minor. The ensemble credit hours do not count toward the total hours for the minor.

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

##### Core Studies (14 cr.)

See courses listed above

##### Other Music (6 cr.)

Two courses chosen from the list above

#### TRACK 3: COMPOSITION (21 CR.)

##### Core Studies (14 cr.)

See courses listed above

##### Applied Music (4 cr.)

MUS-K 110 Applied Composition, Elective Level  
(2 cr.) 4 semesters minimum

##### Other Music (3 cr.)

One course chosen from the list above

## THEATRE AND DANCE

**PROFESSORS:** Carder, Miller

**ASSOCIATE PROFESSOR:** J. R. Colborn

**ASSISTANT PROFESSORS:** Hanson, Nolan, Park

**LECTURER:** Fry

**FACULTY EMERITUS:** Pepperdine

**AREA COORDINATOR:** J. R. Colborn

The theatre and dance area of the Raclin School of the Arts offers a degree program of study which leads to a Bachelor of Arts or Bachelor of Fine Arts degree in theatre. The academic and production aspects of the program are integrated to provide students every opportunity to learn the art of theatre.

### BACHELOR OF ARTS IN THEATRE

The Bachelor of Arts in theatre gives students a broad acquaintance and experience with the various ways theatre artists study, interpret, and articulate the world in which we live.

#### DEGREE REQUIREMENTS

- 122 credit hours
- At least 30 credit hours must be at the 300-400 level
- Successful participation in major season productions as directed by the area coordinator of theatre and dance

## GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (19 CR.)

##### A. Writing

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

##### B. Critical Thinking

Select from approved course list, page 34

##### C. Oral Communication

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

##### D. Visual Literacy

Select from approved course list, page 35

##### E. Quantitative Reasoning

Select one of the following:  
MATH-M 111 Mathematics in the World  
Other course at Level 6 equivalency or above

##### F. Information Literacy

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

##### G. Computer Literacy

Select from approved course list, page 35

#### II. COMMON CORE COURSES (12 CR.)

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

##### A. The Natural World

Select from N 190 or N 390 offerings, page 35

##### B. Human Behavior and Social Institutions

Select from B 190 or B 399 offerings, page 36

##### C. Literary and Intellectual Traditions

THTR-T 190 Structure and Analysis of Drama\*

##### D. Art, Aesthetics, and Creativity

Select from A 190 or A 399 offerings, page 36

#### III. CONTEMPORARY SOCIAL VALUES (8 CR.)

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

##### A. Non-Western Cultures

Select from approved course list, page 36

##### B. Diversity in United States Society (3 cr.)

Select from approved course list, page 37

##### C. Health and Wellness (2 cr.)

Select a THTR-D course, page 37

#### ADDITIONAL REQUIREMENTS (15 CR.)

Two semesters of one world language

HIST-H 113 History of Western Civilization I

HIST-H 114 History of Western Civilization II

Select one of the following:

THTR-T 327 Period Styles

THTR-T 434 Historic Costume for the Stage

#### ELECTIVES (25 CR.)

#### MAJOR REQUIREMENTS (43 CR.)

##### Theatre Core (34 cr.)

THTR-T 120 Acting I

THTR-T 225 Stagecraft I

THTR-T 228 Design for the Theatre

THTR-T 230 Stage Costuming I

THTR-T 335 Stage Lighting I

THTR-T 340 Directing I

THTR-T 349 Theatre Practicum (1 cr. for three semesters; freshmen are not permitted to enroll)

THTR-T 405 Stage Management

THTR-T 470 History of the Theatre I

THTR-T 471 History of the Theatre II

THTR-T 483 Topics in Theatre and Drama

THTR-T 485 Capstone Project (1 cr.)

##### Area of Specialization Requirements (9 cr.)

###### Performance (9 cr.)

THTR-T 300 Musical Theatre Workshop

THTR-T 320 Acting III

THTR-T 420 Acting IV

###### Design/Technical (9 cr.)

FINA-F 100 Fundamental Studio-Drawing

Select two of the following:

THTR-T 290 History and Design of Stage Makeup

THTR-T 326 Scene Design

THTR-T 425 Stagecraft III

THTR-T 430 Stage Costuming III

THTR-T 433 Costume Design

THTR-T 438 Lighting Design

###### Theatre Studies (9 cr.)

One or two of the following:

THTR-T 220 Acting II

THTR-T 223 Vocal and Physical Preparation I

THTR-T 431 On-Camera Techniques

THTR-T 479 Problems in Performance

One or two of the following:

THTR-T 290 History and Design of Stage Makeup

THTR-T 326 Scene Design

THTR-T 433 Costume Design

THTR-T 438 Lighting Design

\* Course under development

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## BACHELOR OF FINE ARTS IN THEATRE

The Bachelor of Fine Arts degree in theatre is designed to prepare students for the professional theatre or additional training at the graduate level. It features an intense focus on a selected area of concentration (performance or design/technical) and extensive production experience designed to promote excellence.

### DEGREE REQUIREMENTS

- 128 credit hours
- At least 30 credit hours must be at the 300-400 level
- Successful participation in major season productions, as directed by the area coordinator of theatre and dance

### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (19 CR.)

##### A. Writing

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

##### B. Critical Thinking

Select from approved course list, page 34

##### C. Oral Communication

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

##### D. Visual Literacy

Select from approved course list, page 35

##### E. Quantitative Reasoning

Select from approved course list, page 35  
(mathematics Level 6 equivalency or above)

##### F. Information Literacy

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

##### G. Computer Literacy

Select from approved course list, page 35

#### II. COMMON CORE COURSES (12 CR.)

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

##### A. The Natural World

Select from N 190 or N 390 offerings, page 35

##### B. Human Behavior and Social Institutions

Select from B 190 or B 399 offerings, page 36

##### C. Literary and Intellectual Traditions

THTR-T 190 Structure and Analysis of Drama\*

##### D. Art, Aesthetics, and Creativity

Select from A 190 or A 399 offerings, page 36

### III. CONTEMPORARY SOCIAL VALUES (8 CR.)

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

#### A. Non-Western Cultures

Select from approved course list, page 36

#### B. Diversity in United States Society

Select from approved course list, page 37

#### C. Health and Wellness (2 cr.)

Select a THTR-D course, page 37

### ADDITIONAL REQUIREMENTS (9 CR.)

HIST-H 113 History of Western Civilization I

HIST-H 114 History of Western Civilization II

Select one of the following:

THTR-T 327 Period Styles

THTR-T 434 Historic Costume for the Stage

### ELECTIVES (1-2 CR.)

### MAJOR REQUIREMENTS (81-82 CR.)

#### Theatre Core (34 cr.)

THTR-T 120 Acting I

THTR-T 225 Stagecraft I

THTR-T 228 Design for the Theatre

THTR-T 230 Stage Costuming I

THTR-T 335 Stage Lighting I

THTR-T 340 Directing I

THTR-T 349 Theatre Practicum (1 credit hour for three semesters; freshmen are not permitted to enroll)

THTR-T 405 Stage Management

THTR-T 470 History of the Theatre I

THTR-T 471 History of the Theatre II

THTR-T 483 Topics in Theatre and Drama

THTR-T 485 Capstone Project (1 cr.)

#### Area of Concentration Requirements (44-45 cr.)

##### Performance (44 cr.)

THTR-D 120 Ballet I (2 cr.)

THTR-D 220 Ballet II (2 cr.)

THTR-T 220 Acting II

THTR-T 223 Vocal and Physical Preparation I

THTR-T 224 Vocal and Physical Preparation II

THTR-T 290 History and Design of Stage Makeup

THTR-T 300 Musical Theatre Workshop

THTR-T 320 Acting III

THTR-T 392 Theatre Internship

THTR-T 420 Acting IV

THTR-T 423 Acting V

THTR-T 431 On-Camera Techniques

THTR-T 442 Directing II

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\* Course under development

Select one of the following sequences:

- MUS-V 211 Singing for Actors I (2 cr.) and  
MUS-V 212 Singing for Actors II (2 cr.) or
- MUS-V 100 Voice Elective (4 cr.)

**Design/Technical (45 cr.)**

- FINA-F 100 Fundamental Studio–Drawing
- THTR-T 290 History and Design of Stage Makeup
- THTR-T 326 Scene Design
- THTR-T 392 Theatre Internship
- THTR-T 427 Design Studio (3 cr. for four semesters;  
junior standing required)
- THTR-T 433 Costume Design
- THTR-T 438 Lighting Design

**SPECIALTY REQUIREMENTS (15 CR.)**

Students must also select a specialty and complete 15 credit hours within that specialty:

**Costume Design**

- THTR-T 327 Period Styles
- THTR-T 330 Rendering
- THTR-T 332 Scene Painting
- THTR-T 430 Stage Costuming II
- THTR-T 434 Historic Costume for the Stage

**Scene Design**

- THTR-T 327 Period Styles
- THTR-T 330 Rendering
- THTR-T 332 Scene Painting
- THTR-T 434 Historic Costume for the Stage
- THTR-T 439 Technical Drawing

**Lighting Design**

- THTR-T 327 Period Styles
- THTR-T 330 Rendering
- THTR-T 332 Scene Painting
- THTR-T 424 Stagecraft II
- THTR-T 439 Technical Drawing

**Technical Design**

- THTR-T 327 Period Styles
- THTR-T 332 Scene Painting
- THTR-T 424 Stagecraft II
- THTR-T 439 Technical Drawing
- THTR-T 490 Independent Study

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**ASSOCIATE OF ARTS  
CONCENTRATION IN THEATRE**

**DEGREE REQUIREMENTS**

- 60 credit hours
- At least one 3 credit hour course must be at the 300-400 level
- Successful participation in major season productions, as directed by the area coordinator of theatre and dance

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

**A. Writing**

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

**B. Critical Thinking**

Not required

**C. Oral Communication**

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

**D. Visual Literacy**

Not required

**E. Quantitative Reasoning**

- Select from approved course list, page 35  
with mathematics Level 4 equivalency or above

**F. Information Literacy**

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

**G. Computer Literacy**

- CSCI-A 106 Introduction to Computing

**II. COMMON CORE COURSES (9 CR.)**

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

**A. The Natural World**

- Select from N 190 or N 390 offerings, page 35

**B. Human Behavior and Social Institutions**

- Select from B 190 or B 399 offerings, page 36

**C. Literary and Intellectual Traditions**

Not required

**D. Art, Aesthetics, and Creativity**

- Select from A 190 or A 399 offerings, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

**A. Non-Western Cultures (3 cr.)**

- Select from approved course list, page 36

**B. Diversity in United States Society (3 cr.)**

- Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

- Select THTR-D course, page 37

**ADDITIONAL REQUIREMENTS (6 CR.)**

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

**ELECTIVES (6 CR.)**

**CONCENTRATION REQUIREMENTS (24 CR.)**

- THTR-T 120 Acting I
- THTR-T 190 Structure and Analysis of Drama\*
- THTR-T 225 Stagecraft I
- THTR-T 228 Design for the Theatre
- THTR-T 230 Stage Costuming I

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\* Course under development



Select one of the following:

THTR-T 220 Acting II

THTR-T 290 History and Design of Stage Makeup

THTR-T 335 Stage Lighting I

### MINOR IN THEATRE (15 CR.)

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

THTR-A 190 Art, Aesthetics, and Creativity

THTR-T 120 Acting I

THTR-T 225 Stagecraft I

Theatre electives (6 cr.)

Successful participation in major season productions, as directed by the area coordinator of theatre and dance




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## VISUAL ARTS

**PROFESSORS:** Droege, Meyer

**ASSOCIATE PROFESSORS:** Ackoff, Larkin, Natella

**ASSISTANT PROFESSORS:** Moore, Nilsen, Rusnock

**LECTURERS:** Jay, Monsma

**FACULTY EMERITI:** Langland, Zisla

**AREA COORDINATOR:** Droege

**PROGRAM DIRECTOR, GRAPHIC DESIGN:** Ackoff

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The visual arts program offers students the choice of three degrees, an Associate of Arts (A.A.), a Bachelor of Arts (B.A.), and a Bachelor of Fine Arts (B.F.A.). These degrees are built on a fundamental core of courses in drawing, two- and three-dimensional design, and art history. Areas of advanced study include painting, drawing, sculpture, ceramics, electronic media, printmaking, graphic design, photography, and the history of art. Students have the opportunity to pursue areas of individual interests through an interdisciplinary course of study. Courses outside of the student's area of concentration fulfill elective requirements. Whether a student takes a single course or chooses to follow one of the degree programs described below, the study of the visual arts offers the opportunity to observe and analyze the world around us and express our intellectual, emotional, and physical relationships to it.

### TRANSFER STUDENTS

Transfer students with studio credit from their previous institutions must submit portfolios for faculty evaluation. Separate portfolios that contain work representative of the course work for transfer must be submitted for each area of study. Students must submit work by the middle of their first semester. Transfer students who do not submit a portfolio do not receive credit for their previous course work.

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### BACHELOR OF ARTS (122 CR.)

The Bachelor of Arts (B.A.) degree offers students a wide range of options, permitting them to combine their study in the visual arts with a well-rounded general education. Graduates of this program develop skills in three or more studio areas of their choice as well as a broad familiarity with the basic principles of several academic disciplines in the sciences, humanities, and social sciences.

### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

**CAMPUSWIDE CURRICULUM (39 CR.)**

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

**I. FUNDAMENTAL LITERACIES (19 CR.)****A. Writing**

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

**B. Critical Thinking**

Select from approved course list, page 34

**C. Oral Communication**

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

**D. Visual Literacy**

Select from approved course list, page 35

**E. Quantitative Reasoning**

Select one of the following:  
MATH-M 111 Mathematics in the World  
Other approved mathematics course, page 35

**F. Information Literacy**

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

**G. Computer Literacy**

FINA-P 273 Computer Art and Design 1

**II. COMMON CORE COURSES (12 CR.)**

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

**A. The Natural World**

Select from N 190 or N 390 offerings, page 35

**B. Human Behavior and Social Institutions**

Select from B 190 or B 399 offerings, page 36

**C. Literary and Intellectual Traditions**

Select from T 190 or T 390 offerings, page 36

**D. Art, Aesthetics, and Creativity**

Select from A 190 or A 399 offerings, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS (20 CR.)****World Languages (6 cr.)**

Select two courses in one world language (French, German, Japanese, Spanish)

**Natural Science (5 cr.)**

Select from life sciences, chemistry, physics (must include a laboratory)

**Social Science (3 cr.)**

Select from anthropology, economics, geography, political science, psychology, sociology

**Arts Outside of Major (6 cr.)**

Select two courses from communication arts, music, or theatre

**ELECTIVES (15 CR.)**

(Three courses must be at the 300-400 level)

**FINE ARTS CORE REQUIREMENTS (48 CR.)****Foundation Level**

It is recommended that students complete the following classes during the first two years of study:

FINA-A 101 Ancient and Medieval Art

FINA-A 102 Renaissance Through Modern Art

FINA-F 100 Fundamental Studio–Drawing

FINA-F 101 Fundamental Studio–3D Design/  
Sculpture

FINA-F 102 Fundamental Studio–2D Design

**Upper-level Requirements****—Art History (6 cr.)**

Three courses must be 300-400 level

**—Studio**

Select eight courses (at least 24 cr.) above the 100-level.

Three courses must be 300–400 level. These courses must be distributed among at least three different studio areas; 300-level courses may be taken twice for credit and some 400-level studio courses may be taken three times for credit. No more than 45 studio credit hours above the 100-level are counted toward graduation.

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**BACHELOR OF FINE ARTS (129 CR.)**

The Bachelor of Fine Arts (B.F.A.) is a performance-oriented degree focusing on high-level studio skills. It includes intensive portfolio development and prepares students for hands-on careers in design or visual arts or for pursuit of a Master in Fine Arts degree. Concentrations available are electronic media, graphic design, painting/drawing, photography, printmaking, and sculpture.

**GENERAL EDUCATION**

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

**CAMPUSWIDE CURRICULUM (39 CR.)**

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

**I. FUNDAMENTAL LITERACIES (16 CR.)****A. Writing**

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

**B. Critical Thinking**

Select from approved course list, page 34

**C. Oral Communication**

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

**D. Visual Literacy**

Select from approved course list, page 35

**E. Quantitative Reasoning**

Select one of the following:  
MATH-M 111 Mathematics in the World  
Other approved mathematics course, page 35

**F. Information Literacy**

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

**G. Computer Literacy**

FINA-P 273 Computer Art and Design I (credits counted in concentration for foundation requirement)

**II. COMMON CORE COURSES (9 CR.)**

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

**A. The Natural World**

Select from N 190 or N 390 offerings, page 35

**B. Human Behavior and Social Institutions**

Select from B 190 or B 399 offerings, page 36

**C. Literary and Intellectual Traditions**

Select from T 190 or T 390 offerings, page 36

**D. Art, Aesthetics, and Creativity**

FINA-A 399 Art, Aesthetics, and Creativity (credits counted in concentration for art history requirement)

**III. CONTEMPORARY SOCIAL VALUES (5 CR.)**

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

**A. Non-Western Cultures**

Requirement fulfilled by non-Western art history course

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS (21 CR.)****World Languages (6 cr.)**

Select two courses in one world language (French, German, Japanese, Spanish)

**Upper-level Electives (15 cr.)**

Select five courses at the 300- or 400-level

**CORE REQUIREMENTS (78 CR.)****Foundation Level (12 cr.)**

FINA-F 100 Fundamental Studio–Drawing  
FINA-F 101 Fundamental Studio–3D Design/  
Sculpture

FINA-F 102 Fundamental Studio–2D Design

FINA-P 273 Computer Art and Design I

**Art History/Foundation Level (6 cr.)**

FINA-A 101 Ancient and Medieval Art

FINA-A 102 Renaissance Through Modern Art

**Survey Level (9 cr.)**

Three 200-level courses, outside area of concentration

**Upper-Level Concentration (39 cr.)**

Thirteen studio courses in one area

**Art History/Upper Level (9 cr.)**

Three courses at the 300-400 level

It is recommended that students complete the following courses during the final year of study.

**Senior Level (3 cr.)**

FINA-S 499 B.F.A. Final Review (0 cr.)

FINA-A 409 Capstone Course

**AREAS OF STUDY**

Students in the B.F.A. program select, with the advice of the faculty, an area of primary concentration consisting of 39 credit hours at the time of their upper-divisional review (discussed below). It is possible for students to select an area of secondary concentration of 15 credit hours; or 18 credit hours for an art history minor.

**DRAWING AND PAINTING (39 CR.)**

Drawing and painting classes provide a thorough grounding in the development of observational skills and visual description. Students are encouraged to find a personal voice within a representational approach to rendering the still life, portrait, and the figure. The program is particularly strong in its emphasis on the figure. Different mediums are explored including pencil, charcoal, pen and ink, oil, and pastel. The B.F.A. program allows students to expand their visual awareness by including classes from other areas including photography, printmaking, and sculpture. Students who wish to concentrate in painting and drawing should complete the following courses:

FINA-S 200 Drawing I

FINA-S 230 Painting I

FINA-S 301 Drawing II

FINA-S 331 Painting II

FINA-S 401 Drawing III

FINA-S 403 Anatomy for the Artist

FINA-S 431 Painting III

Select two of the following: (6 cr.)

FINA-S 343 Printmaking II Lithography

FINA-S 344 Printmaking II Silkscreen

FINA-S 371 Sculpture II

FINA-S 392 Intermediate Photography

FINA-S 401 Drawing 3 (may take 3 times for credit)

FINA-S 431 Painting 3 (may take 3 times for credit)

FINA-S 471 Sculpture III

FINA-S 491 Advanced Photography

FINA-S 496 Independent Study in Studio Art

\* Course under development

The following courses are to be taken in the last three semesters (9 credit hours of B.F.A. courses; 3 credit hours must be B.F.A. Drawing.)

FINA-S 405 B.F.A. Drawing

FINA-S 432 B.F.A. Painting

### **ELECTRONIC MEDIA (39 CR.)**

This program prepares students for creative work in Web-based products, computer platforms, and any of the emerging electronic technologies; including multi-media. Students acquire the technical tools to work in a variety of fields and a thorough grounding in the work of contemporary producers and artists in the field of electronic media. Take the following courses:

- FINA-P 323 Introduction to Web Design
- FINA-S 250 Graphic Design I
- FINA-S 291 Fundamentals of Photography
- JOUR-C 200 Introduction to Mass Communications
- JOUR-J 210 Visual Communication
- MUS-T 120 Computer Skills for Musicians (2 cr.)
- MUS-U 396 Introduction to MIDI and Computer Music
- TEL-T 273 Media Program Design
- TEL-T 283 Introduction to Production Techniques and Practices
- TEL-T 336 Digital Video Production
- TEL-T 430 Topical Seminar in Design and Production
- TEL-T 434 Advanced Production Workshop

Select one of the following:

- FINA-P 374 Computer Art and Design II
- FINA-P 455 Advanced Lettering and Typography
- FINA-S 351 Graphic Design II

### **GRAPHIC DESIGN (39 CR.)**

To communicate information, designers must respond to visual problem solving in a way that is intelligent, creative, and visually engaging. The design program develops skills in the basic visual components of two-dimensional media. Students develop their personal viewpoint and style, clarify career goals, and develop a professional attitude. Computer technology is an integral part of the graphic design program and helps give students an edge in a competitive market. The graphic design B.F.A. concentration requires the following courses:

- FINA-P 323 Introduction to Web Design
- FINA-P 453 Graphic Design III
- FINA-P 455 Graphic Design IV
- FINA-P 461 Graphic Reproduction Methods I
- FINA-P 475 Computer Art and Design III
- FINA-S 250 Graphic Design I
- FINA-S 291 Fundamental Photography
- FINA-S 305 Graphic Design Internship (1-12 cr.)
- FINA-S 323 Intermediate PhotoShop
- FINA-S 324 Page Layout and Design
- FINA-S 351 Graphic Design II
- One printmaking course

### **PHOTOGRAPHY (39 CR.)**

Based on the tradition of fine art photography, this program stresses the formal and conceptual aspects of the medium as well as an aesthetic and cultural understanding of photography in an historical and contemporary context. Emphasis is placed on black and white photography, though color, digital, and alternative processes are also represented. Students interested in graduate study, professional employment, or exploring the use of photography in their personal expression benefit from this program. Students are required to take FINA-A 477 History of Photography as one of the upper-level art history classes. The following courses comprise the B.F.A. concentration in photography:

- FINA-S 291 Fundamentals of Photography
  - FINA-S 300 Video Art
  - FINA-S 322 Color Photography
  - FINA-S 323 Intermediate Photoshop
  - FINA-S 392 Intermediate Photography
  - FINA-S 490 Advanced Photography I  
(may be taken three times for credit)
  - FINA-S 491 Advanced Photography II  
(may be taken three times for credit)
  - FINA-S 492 B.F.A. Photography
  - FINA-S 495 Advanced Photo Systems
- Select up to three additional upper-level art classes

### **PRINTMAKING (39 CR.)**

The printmaking program recognizes that all individuals express their art in unique ways. The concentration requires that students become familiar with a set of core technologies, intaglio, silkscreen, lithography, papermaking, and book design. They are asked to specialize in one and then are encouraged to take additional upper-level course work in one other selected field; choosing from design, photography, or drawing. B.F.A. candidates produce work that synthesizes their areas of expertise.

- FINA-S 200 Drawing I
  - FINA-S 240 Basic Printmaking Media
  - FINA-S 291 Fundamentals of Photography
  - FINA-S 302 Printmaking II Book Arts
  - FINA-S 341 Printmaking II Intaglio
  - FINA-S 343 Printmaking II Lithography
  - FINA-S 344 Printmaking II Silk Screen
  - FINA-S 417 Hand Papermaking I
  - FINA-S 442 B.F.A. Printmaking (6 cr.)
  - JOUR-J 210 Visual Communication
- Select any two 400-level printmaking courses

### **SCULPTURE (39 CR.)**

In this program, students learn to work in many three-dimensional media including clay, ceramics, plaster, jewelry, wood, and stone. With a particular strength in casting, the program emphasizes extensive work in the finishing, patination, and presentation of bronze sculpture. The B.F.A. program is a perfect basis for moving on to an M.F.A. program. The B.F.A. concentration in sculpture includes the following courses:

- FINA-S 200 Drawing I
- FINA-S 260 Ceramics I
- FINA-S 270 Sculpture I
- FINA-S 371 Sculpture II
- FINA-S 471 Sculpture III
- FINA-S 472 B.F.A. Sculpture

**Other Permissible Courses**

- FINA-S 291 Fundamentals of Photography
- FINA-S 361 Ceramics II
- Ivy Tech Commercial Welding

## VISUAL ARTS UPPER-DIVISIONAL REVIEW

No student may take any B.F.A. courses or any 400-level studio courses before he or she successfully passes the upper-divisional review. All students are considered pre-B.A. or pre-B.F.A. students until they pass an upper-divisional review. Students are expected to complete this review at the earliest possible point in their academic careers. Once students complete between 50 and 60 credit hours, including at least five of the six fundamental courses listed below, they are scheduled for their upper-divisional review:

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art
- FINA-F 100 Fundamental Studio–Drawing
- FINA-F 101 Fundamental Studio–3D Design/Sculpture
- FINA-F 102 Fundamental Studio–2D Design
- FINA-P 273 Computer Art and Design I

Students undertaking this review are expected to present a portfolio of work representing their achievements in the studio. Students with transfer credit must have submitted their portfolios prior to the upper-divisional review. This portfolio should show breadth (work in all the areas that a student has studied) and quality (a careful selection of the best work in the student's area of concentration). The faculty expects to see work that demonstrates ability and improvement. The faculty expects students to present their work in good condition and in a manner that expresses their personal development, course of study, or academic goals. Also, students are expected to make a brief, 3-5 minute, opening statement outlining their achievements so far and goals for the future, as well as to address any faculty questions. For B.F.A. students, this should include a statement of proposed concentration. In addition, the faculty expects that students attain a minimum GPA of 2.0 in all courses taken, and a minimum 2.5 GPA in courses in the visual arts.

At the conclusion of the review, the faculty may choose to accept a student into the B.A. or B.F.A. programs with or without provisions outlined by the faculty. The faculty may also decide to rehear students if work in some areas requires improvement. In certain cases, the faculty may decline to accept a student into the B.A. or B.F.A. programs, if the quality of either their classroom or studio work is deemed insufficient. A student may attempt to pass upper-divisional review only two times. Each hearing counts as one attempt; failure to meet provisions within a specified time counts as one attempt. Failure to attend a scheduled review counts as one attempt.

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\* Course under development

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## ASSOCIATE OF ARTS

### CONCENTRATION IN VISUAL ARTS (61 CR.)

#### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

#### CAMPUSWIDE CURRICULUM (34 CR.)

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

#### I. FUNDAMENTAL LITERACIES (16 CR.)

##### A. Writing

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

##### B. Critical Thinking

Select from approved course list, page 34

##### C. Oral Communication

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

##### D. Visual Literacy

Select from approved course list, page 35

##### E. Quantitative Reasoning

Select one of the following:

- MATH-M 111 Mathematics in the World
- Other approved mathematics course at Level 4 proficiency, page 35

##### F. Information Literacy

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

##### G. Computer Literacy

- FINA-P 273 Computer Art and Design I (credits counted in concentration for fundamental requirement)

#### II. COMMON CORE COURSES (12 CR.)

Complete one course from each of the following four areas, as designated in the *Schedule of Classes*. Art, Aesthetics, and Creativity must be completed at the 300-level.

##### A. The Natural World

Select N 190 from approved course list, page 35

##### B. Human Behavior and Social Institutions

Select B 190 from approved course list, page 36

##### C. Literary and Intellectual Traditions

Select T 190 from approved course list, page 36

##### D. Art, Aesthetics, and Creativity

- FINA-A 399 Art, Aesthetics, and Creativity

#### III. CONTEMPORARY SOCIAL VALUES (6 CR.)

##### A. Non-Western Cultures

- FINA-A 307 Introduction to Non-Western Art\*

**B. Diversity in United States Society**

Select from approved course list, page 37

**CONCENTRATION REQUIREMENTS (27 CR.)****Fundamental Studio Courses (12 cr.)**

- FINA-F 100 Fundamental Studio Drawing
- FINA-F 101 Fundamental Studio-3D Design/Sculpture
- FINA-F 102 Fundamental Studio-2D Design
- FINA-P 273 Computer Art and Design I

**Art History Courses (6 cr.)**

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

**Advanced Studio Courses (9 cr.)**

Select three courses from ceramics, drawing, graphic design, painting, photography, printmaking, or sculpture

**MINOR IN FINE ARTS**

The minor in visual arts is open only to non-visual arts majors.

**Fundamental Courses (6 cr.)**

Select two of the following:

- FINA-F 100 Fundamental Studio-Drawing
- FINA-F 101 Fundamental Studio-3D Design/Sculpture
- FINA-F 102 Fundamental Studio-2D Design

**Studio Courses (6 cr.)**

300-400 level studio courses in one area

**Art History Courses (6 cr.)**

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

Students must consult with the area coordinator before pursuing the minor. Students should plan the distribution of their program within the areas offered, under the guidance of departmental advisors. *FINA-H 100 Art Appreciation does not count as credit toward a visual arts minor.*

**MINOR IN ART HISTORY**

The minor in art history is open to all IU South Bend students. Visual arts B.A. and B.F.A. students can meet minor requirements with only three additional credits beyond their art history requirements. Except where stated otherwise, 300-level courses have either FINA-A 101 or FINA-A 102 as prerequisites, 400-level courses have both FINA-A 101 and FINA-A 102 as prerequisites. Students are encouraged to plan their minor studies under the guidance of an art history faculty member.

The minor in art history consists of a total of 18 credit hours, distributed as follows:

**Survey Courses (6 cr.)**

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

**Upper-Level Courses (12 cr.)**

- One chronological course before 1800 (Designated C-1 on approved list)\*
- One chronological course after 1800 (Designated C-2 on approved list)\*
- Two topics courses (Designated T on approved list)\*

\* Approved lists are available from art history faculty members.



# SCHOOL OF BUSINESS AND ECONOMICS

**ROBERT H. DUCCOFFE, DEAN**

**OFFICE: ADMINISTRATION BUILDING 204B**

**TELEPHONE: (574) 520-4346**

**INTERNET ADDRESS: [www.iusb.edu/~buse](http://www.iusb.edu/~buse)**

**PROFESSORS:** D. Agbetsiafa, Aghimien, T. Anderson, Ducoffe, Espahbodi, M. Fox, Herschede, Knowles, Kohli, Lee, Mehran, Naffziger, Sabbaghi, Schwartz, Vollrath, Wrenn

**ASSOCIATE PROFESSORS:** L. Blodgett, Chari, Fred, B. Kern, G. Kern, Norton, Saksena

**ASSISTANT PROFESSORS:** Black, K. Chang, David, J. Guan, Li, Pathak, Vaidyanathan

**LECTURERS:** Phillips, K. L. Smith

**FACULTY EMERITI:** Albert, Bartholomew, Harriman, Kochanowski, Peck, Swanda, Tawadros, Withey

**ASSOCIATE DEAN:** Sabbaghi

**ASSISTANT DEAN AND DIRECTOR OF GRADUATE STUDIES:** Saksena

**AREA CHAIRS:** Aghimien, M. Fox, Herschede, Lee, Mehran, Sabbaghi

**DIRECTOR OF ADMINISTRATIVE AND STUDENT SERVICES:** P. Agbetsiafa

**ACADEMIC ADVISOR:** Coleman



## VISION STATEMENT

We aspire to be one of the best regional business schools in the nation. We will achieve this distinction by striving to:

- Educate students for successful careers in business management.
- Provide high quality business programs that are intellectually grounded, innovative, integrative, and application oriented.
- Maintain mutually beneficial relationships with regional businesses.

## MISSION STATEMENT

The School of Business and Economics at IU South Bend shall offer high quality educational programs that provide functional knowledge, skills, and capabilities to a diverse student body and enable them to succeed in a dynamic business environment. Even though we emphasize superior instruction, we also value scholarship, as well as service to the community at large. As a state-assisted institution, we shall serve as a professional resource for communities in north central Indiana and southwestern Michigan. We pursue these ends and continuously strive for academic excellence through an intellectually active faculty. It is our intention to maintain an exceptional faculty engaged in relevant applied, instructional, and basic research and actively involved in public, professional, and institutional service.

To our students (past, present, and potential), we shall provide outstanding instruction by dedicated faculty; well established, affordable Indiana University degrees in business and economics; and reputable undergraduate and graduate programs consistent with the highest levels of professional standards. We shall provide these within a comprehensive university system, accessible to traditional, nontraditional, minority, and international students who are prepared to compete in a global business environment.

To our faculty we shall provide an intellectually stimulating environment that enhances instruction, scholarship (applied, instructional, and basic), and service, thereby benefiting both our students and our community.

To the community we shall serve as a highly regarded educational and training source for current and future employees and as a well-respected, responsive, and continuing professional resource for profit and not-for-profit organizations and the community at large.

## GENERAL INFORMATION

### ACCREDITATION

The IU South Bend School of Business and Economics measures its quality against the highest standard in business education: AACSB International—The Association to Advance Collegiate Schools of Business.

Established in 1916, the AACSB International is the premier accrediting agency for bachelor's, master's, and doctoral degree programs in business administration and management. IU South Bend stands among only 22 percent of national collegiate business programs that have achieved the level of excellence necessary to earn AACSB International accreditation. IU South Bend's professional colleagues include the AACSB International founders; the University of Chicago, the University of Pennsylvania, Northwestern University, and Yale University.

## THE BUREAU OF BUSINESS AND ECONOMIC RESEARCH

The Bureau of Business and Economic Research (BBER) supports research activities of the School of Business and Economics and provides business and economic expertise to the public in the Michiana region, including government, business, and nonprofit organizations. The BBER maintains a database of local economic indicators, publishes a quarterly report on the local economy, conducts research on local and regional issues, and serves as a vital source of information on regional economic activity.

### ENTREPRENEURSHIP PROGRAM

The School of Business and Economics maintains an active and high profile role with the small business sector of the economy through the activities of its Entrepreneurship Program. In addition to credit courses available to students pursuing business degrees, the Entrepreneurship Program offers a symposia series to the community, and oversees a program of student advising to small business clients. Faculty and students also enjoy regular involvement with the Collegiate Management Assistance Program of the Small Business Development Center.

### STUDENT ORGANIZATIONS

The faculty of the school recognize that student organizations contribute greatly to the programs of the school. Some of these organizations are honorary in nature and facilitate recognition of outstanding performance. These organizations include Beta Gamma Sigma, the honorary business society; Omicron Delta Epsilon, the honorary economics society; and International Honor Society of the Financial Management Association, the honorary finance society. Organizations such as the Accounting Association, American Advertising Federation, American Marketing Association, Society for Human Resource Management, Economic Forum, and Financial Management Association enable students to develop their interests in various fields through extracurricular programs.

### BETA GAMMA SIGMA

Beta Gamma Sigma is the national honor society for business students. Membership in this organization is the highest scholastic honor that a business student can attain. Membership is restricted to students of high scholarship in institutions with programs accredited by the AACSB International. To be eligible for membership, business majors of junior standing must have a cumulative grade point average of 3.8 or higher and completion of a minimum of 70 credit hours with at least 45 credit hours at Indiana University; seniors must have a cumulative grade point average of 3.65 or higher and completion of at least 45 credit hours at Indiana University; and graduate students must have a cumulative grade point average of 3.75 and at least 27 graduate hours completed.



## STUDENT AWARDS

The following awards are made to students in the School of Business and Economics:

- Excellence Award to one student in each of the major areas: accounting, advertising, banking, economics, finance, human resource management, international business, general business, marketing, management information systems, and small business and entrepreneurship.
- Indiana Association of Certified Public Accountants, Inc. Award.
- Wall Street Journal Award.

## GRADUATION WITH DISTINCTION

Honors for excellence in scholarship are awarded at commencement to a limited number of students graduating with the degree Bachelor of Science in Business. The number so honored will not exceed 10 percent of the graduating class in the school for that year. Graduates whose minimum grade point averages are 3.9 and who complete at least 60 credit hours at IU South Bend are graduated with highest distinction; those whose minimum grade point averages are 3.8 and who complete at least 60 credit hours at IU South Bend are graduated with high distinction; and those whose minimum grade point averages are 3.65 and who complete at least 60 credit hours at IU South Bend are graduated with distinction. Graduates receiving these honors have them so noted on their diplomas and in the commencement program and are eligible to wear the cream and crimson fourragère at commencement.

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## ASSOCIATE OF SCIENCE IN BUSINESS

Students may earn an associate degree offered by the School of Business and Economics in the field of business. This program is designed for those students desiring less than a four-year university education but who, upon completion of two years of university work, possess minimum employable skills in the area of business.

General requirements for the associate degree include:

- Admission as a regular student to IU South Bend and completion of all orientation examination requirements.
- Completion of a minimum of 60 credit hours with at least the last 30 credit hours completed at IU South Bend and with at least 15 credit hours at one Indiana University campus (correspondence study courses do not satisfy residence requirements).
- A minimum cumulative grade point average of 2.0 (C).
- A minimum grade of C in any of those courses marked with an asterisk (\*).

Because all the courses required in the associate degree program are standard university credit courses, students may apply these credit hours toward an appropriate four-year degree program.

For the Associate of Science in Business, the following general education and area concentration courses are required:

## I. GENERAL EDUCATION COURSES (28 CR.)

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

### I. FUNDAMENTAL LITERACIES (19 CR.)

#### A. Writing (3 cr.)

ENG-W 131 Elementary Composition\*

Additional English preparation courses may be required before taking ENG-W 131

#### B. Critical Thinking (3 cr.)

Select one of the following:

PHIL-P 105 Thinking and Reasoning

PHIL-P 110 Introduction to Philosophy

PHIL-P 150 Elementary Logic

Other Critical Thinking course

#### C. Oral Communication (3 cr.)

SPCH-S 121 Public Speaking

#### D. Visual Literacy (3 cr.)

Select from approved course list, page 35

#### E. Quantitative Reasoning (3 cr.)

MATH-M 118 Finite Mathematics\*

Additional mathematics preparation courses may be required before taking MATH-M 118. Students are required to take the mathematics placement exam to determine if additional courses are needed.

#### F. Information Literacy

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

#### G. Computer Literacy (3 cr.)

BUS-K 201 The Computer in Business\*

Recommend CSCI-A 106/CSCI-A 107 or INFO-I 101 prior to BUS-K 201 for students with limited computer skills.

## II. COMMON CORE COURSES (9 CR.)

Complete one course from each of the following three areas, as designated in the *Schedule of Classes*.

#### A. The Natural World (3 cr.)

Select N 190 from approved course list, page 35

#### B. Human Behavior and Social Institutions (3 cr.)

Select B 190 (PSY or SOC)

#### C. Literary and Intellectual Traditions (3 cr.)

Select T 190 from approved course list, page 36

## III. CONCENTRATION COURSES (24 CR.)

BUS-A 201 Introduction to Financial Accounting\*

BUS-A 202 Introduction to Managerial Accounting\*

BUS-F 260 Personal Finance<sup>1</sup>

BUS-L 201 Legal Environment of Business\*

BUS-W 100 Business Administration: Introduction<sup>2</sup>

ECON-E 103 Introduction to Microeconomics\*

ECON-E 104 Introduction to Macroeconomics\*

ECON-E 270 Introduction to Statistical Theory in Economics and Business\*

#### Electives (8 cr.)

Students who plan on pursuing a four-year program in business are encouraged to select:

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<sup>1</sup> No credit for juniors and seniors in the School of Business and Economics.

<sup>2</sup> No credit for juniors and seniors.

ENG-W 232 Introduction to Business Writing\*

MATH-M 119 Brief Survey of Calculus I\*

Select one of the following:

PSY-B 399 Human Behavior and Social Institutions

SOC-B 399 Human Behavior and Social Institutions

Students must attain a minimum cumulative grade point average of 2.0 (C) in all of the above courses and not less than a grade of C (not C-) in any of those courses marked by an asterisk (\*).

## BACHELOR OF SCIENCE IN BUSINESS

The programs of undergraduate studies provide opportunities for breadth of education as well as for a reasonable amount of specialization. As a member of the AACSB International—The Association to Advance Collegiate Schools of Business, IU South Bend's School of Business and Economics subscribes to the principle that a significant portion of a student's academic program should center in general education subjects.

The general education aspects of the program are then complemented by study in the basic areas of business administration. The application of this principle ensures the planning of balanced study programs and, at the same time, enables a student with an interest in one or another professional area of business to specialize in that field.

In addition, all undergraduate study programs include courses that ensure the development of a basic understanding of the principles and practices involved in the management of business firms in the dynamic, social, and political environment of the world today.

Consideration is also given to basic trends of development that are likely to shape the patterns of the world in the years ahead. Beyond these basic requirements, students are given an opportunity to pursue studies in a general program or to select a major from a wide variety of subject areas.

Upon admission to senior standing, the student enjoys a number of privileges and opportunities. The range of elective courses is wider than at any other stage of the program. Special opportunities are provided for discussion and counseling with senior members of the faculty. Courses on this level assure widespread participation by students in the discussion and solution of cases, projects, and special problems drawn from the contemporary business scene. Also, seniors typically hold responsible offices in professional student organizations, affording them unusual extracurricular opportunities for development.

The course BUS-X 310 Business Career Planning and Placement prepares students for transition to the world of business and helps them locate and select employment opportunities that hold greatest promise for them.

The study program does not end with graduation. In recognition of the importance of continuing education beyond the classroom and after completion of formal courses, the school's faculty encourages all seniors to pursue a program of guided reading and general development following graduation.

Undergraduate students in the school may pursue curricula in:

- A general program
- Specialized subject-matter fields
- Combined programs based on selected courses in the school and in various other academic programs of the university

### ADMISSION

Students who are eligible to apply for admission to the undergraduate program in the School of Business and Economics must:

- Have completed a minimum of 56 credit hours counting toward graduation on the college level either at IU South Bend or elsewhere (have completed their freshman and sophomore years).
- Have earned a minimum cumulative grade point average (CGPA) of 2.0 over all courses taken (averages are computed on the basis of all course enrollments in which grades A, B, C, D, and F were awarded; all WF and FN grades are counted as F in determining the grade point average).
- Have completed the following courses (or their equivalents) either at IU South Bend or elsewhere with a minimum grade point average of 2.0 (C) and a minimum grade of C in any of those courses marked with an asterisk (\*).

BUS-A 201 Introduction to Financial Accounting\*

BUS-A 202 Introduction to Managerial Accounting\*

BUS-K 201 The Computer in Business\*

BUS-L 201 Legal Environment of Business\*  
(BUS-L 203 Commercial Law I<sup>3</sup>)

ECON-E 103 Introduction to Microeconomics\*

ECON-E 104 Introduction to Macroeconomics\*

ECON-E 270 Introduction to Statistical Theory in  
Economics and Business\*

ENG-W 131 Elementary Composition\*

ENG-W 232 Introduction to Business Writing\*

MATH-M 118 Finite Mathematics\*

MATH-M 119 Brief Survey of Calculus I\*

SPCH-S 121 Public Speaking

Select one of the following sequences:

#### SEQUENCE 1

PSY-B 190 Human Behavior and Social Institutions

PSY-B 399 Human Behavior and Social Institutions

#### SEQUENCE 2

SOC-B 190 Human Behavior and Social Institutions

SOC-B 399 Human Behavior and Social Institutions

### ELIGIBILITY FOR ENROLLMENT IN BUSINESS AND ECONOMICS COURSES NUMBERED 301 AND ABOVE

Business and economics courses numbered 301 and above are offered only to students who meet one of the following criteria:

- Students officially certified to the School of Business and Economics as Bachelor of Science degree majors (provided the student has accomplished a minimum of 56 credit hours, junior-class standing).
- Students who are officially registered in the minor in business (provided the student has accomplished a minimum of 56 credit hours, junior-class standing).

<sup>3</sup> Accounting majors should take BUS-L 203 in lieu of BUS-L 201

- Students who are registered for other university programs that specifically require upper-division business or economics courses (provided the student has accomplished a minimum of 56 credit hours, junior-class standing).
- Other students who have obtained specific permission from the School of Business and Economics (provided the student has accomplished a minimum of 56 credit hours, junior-class standing).

Freshmen, sophomores, and prebusiness students are not permitted to enroll in business and economics courses numbered 301 or above.

### ENROLLMENT RESTRICTION

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

### TRANSFER CREDIT POLICY

Students of approved colleges who transfer to undergraduate study in the School of Business and Economics must take the courses required in the freshman and sophomore years by the School of Business and Economics if they have not had equivalent courses in the school from which they transfer.

Courses taken at other institutions that appear similar in either title or objective to the 300- or 400-level (junior and senior) courses offered by the School of Business and Economics are transferred as undistributed electives and are not regarded as equivalent unless at least one of the following validation processes is performed.

- Completion of a course review with documented evaluation of the content, level, method of instruction, objectives, etc., used in the course(s) validated. The evaluation must be performed by an appropriate member of the school's faculty; or
- Successful completion of an examination based upon the material covered in that course.

At least one of the validation processes must be completed and documented before any administrative action can be taken to officially equate a transferred course with a course offered by the school.

The validation process can be completed prior to a student's certifying to the school, but no actual transfer course equivalency can be effected until after the student has officially certified to the school.

The validation process cannot take place prior to receipt of an official IU South Bend credit transfer report or if the student is registered in a course offered by another institution.

Courses in advanced business subjects, not open to freshmen and sophomores, which have been taken at other institutions in the freshman and sophomore years, are not accepted as equivalents of the courses offered at Indiana University

unless the student passes special examinations of the School of Business and Economics in such subjects. Additionally, courses in advanced business subjects, not open to freshmen and sophomores, which have been taken at two-year institutions, are not accepted as equivalents of the courses offered at IU South Bend.

Credits earned through junior and community colleges are limited to a maximum of 60 credit hours.

Only credit hours earned at Indiana University count toward a student's grade point average. Grades from other universities transfer as credit only, although transfer grades appear on the credit transfer report. The school accepts transfer students as late as the senior year.

### STUDENT'S RESPONSIBILITY

All colleges establish certain academic requirements that must be met before a degree is granted. Advisors, directors, and deans always help a student meet these requirements, but each student is individually responsible for fulfilling them. If requirements are not satisfied, the degree is withheld pending adequate fulfillment. For this reason, it is important for each student to be well acquainted with all requirements described in this *Campus Bulletin*.

### CREDIT HOUR REQUIREMENTS

The minimum number of credit hours required for the bachelor's degree is 123 credit hours in courses meeting the various requirements stated in this *Campus Bulletin*. Of these, at least 48 credit hours shall be in business and economics courses, and at least 53 credit hours shall be in courses other than business and economics.

### PASS/FAIL OPTION

Business students may elect to take one course each semester with a grade of P (Pass) or F (Fail), with a maximum of two such courses each school year, including summer sessions. The election of this option must be exercised by the student within the first three weeks of the semester. Limitations on use of the Pass/Fail policy are as follows: Business students may not take any business course Pass/Fail. Also, the Pass/Fail option cannot be used for courses that satisfy the general education requirements. The option can be used for courses that are pure electives taken outside the School of Business and Economics. A grade of P is not counted in the cumulative grade point average, but a grade of F is included. A grade of P cannot be changed subsequently to a grade of A, B, C, or D.

### CORRESPONDENCE STUDY

Business, economics, and speech courses may not be taken by correspondence to count toward degree requirements. All students wishing to apply credit from correspondence study toward a degree must secure the advisor's signature on the enrollment application before submitting it to the correspondence study program. Any exceptions to the above policy must have the approval of the dean.

### REPEATING A COURSE LIMITATION POLICY

Business majors are not permitted to retake a course in which they have received a grade of B– (2.7) or higher. Independent study courses and all other courses that allow students to obtain additional credit by retaking the same course number are exceptions, as would any other extraordinary situations.

All business majors are restricted to three attempts to complete a credit course. Viable exceptions may be accepted by petitioning the school. The word *attempts* is intended to mean a transcript record of W, F, FN, or a completed course letter grade. In particular, WX is excluded (dropping a class within the first week).

### REPEATING A FAILED COURSE

The School of Business and Economics, for its own internal purposes (e.g., admission, probation, graduation, etc.), calculates grade point averages where a failed course is involved using both the original grade of F and the makeup grade. This policy applies to all courses taken by undergraduate students admitted to the school.

### GENERAL SCHOLARSHIP RULE

Any student who does not possess the necessary preliminary training or who lacks other qualifications may be required by the Committee on Admission and Probation to enroll in such courses as the committee may designate or to take such other corrective action as is necessary or desirable. The committee may review a student's record at any time and take whatever action seems necessary for the student's best interests or for the best interests of the school.

### GRADE REQUIREMENTS

To graduate with an undergraduate degree from the School of Business and Economics, students must attain a minimum grade point average (GPA) of 2.0 (C) in all business and economics courses, earn a minimum grade of C in each course in their concentration and basic administration core requirements (a grade of C– (1.7) does not satisfy this requirement), and a minimum cumulative grade point average of 2.0 (C). Transfer students admitted from other institutions with deficiencies in credit points are expected to overcome those deficiencies with Indiana University grades.

### ENGLISH REQUIREMENT

Students must demonstrate their ability to use correct, clear, effective English. The student must satisfy this requirement by completing ENG-W 131 Elementary Composition and ENG-W 232 Introduction to Business Writing, or equivalent transfer credit, with a minimum grade of C (a grade of C– does not satisfy this requirement). Students whose records indicate serious writing deficiencies are required to enroll in ENG-W 31 Pre-Composition and ENG-W 130 Principles of Composition, which are specially designed for their needs.

### WITHDRAWALS

The following policy covering the handling of withdrawals has been approved by the school faculty, subject to modifications by all-university policies that may be voted in by the All-University Faculty Council.

1. During the first four weeks of the semester (two weeks for summer sessions) students receive an automatic W by completing the appropriate forms in the Office of the Registrar.
2. From the fifth week through the tenth week (third and fourth week of summer sessions), the teacher assigns a W or F and signs the grade line on the form. The dean signs these without further justification.
3. After the tenth week (after the fourth week of summer sessions), students must submit a written justification for withdrawing from the course(s) to the School of Business and Economics Committee on Admission, Probation, and Withdrawal. Present policy requires an urgent and compelling reason to withdraw. A decision on a withdrawal slip is made by the committee based on the student's written justification. If a request is approved by the committee, the student can obtain a withdrawal slip from the School of Business and Economics and follow the same procedure as in step 2.
4. No W grades are to be entered on grade sheets without properly processed withdrawal slips.
5. All withdrawal slips are stamped void after 10 days from issuance and are not accepted by the registrar after 10 days.
6. Students must complete all withdrawal procedures prior to the last week of classes.

### DISMISSAL AND READMISSION

The Committee on Admission, Probation, and Withdrawal has the authority to order dismissal and to entertain applications for readmission, according to university regulations as carried out in the Academic Regulations and Policies section of this *Campus Bulletin*.

### PHYSICAL EDUCATION COURSES

Students may elect a maximum of 4 credit hours of special elective Health, Physical Education, and Recreation (HPER) courses. Physical education courses carry regular credit and count as general education electives (students cannot enroll in the same course twice and receive credit). Grades earned in these courses are not included in the student's cumulative grade point average.

### CAREER SERVICES

All undergraduate students are urged to register with the Career Services Office. BUS-X 310 Business Career Planning and Placement should be completed satisfactorily during the junior year. Information about employment in specific career fields is available in the Career Services Office.

### SPECIAL CREDIT EXAMINATIONS

The School of Business and Economics does not accept transfer of credit from other institutions for business courses if the credit was awarded on the basis of self-acquired competency. For non-business courses, the school accepts course-specific credit awarded on the basis of self-acquired competency by other degree-granting divisions/schools of Indiana University and by other institutions accredited by the North Central Association of Colleges or comparable regional associations.

The school does not accept general (non-course-specific) self-acquired competency credit awarded by other divisions/schools of Indiana University or by other institutions.

### CONCENTRATION DECLARATION

Students declare a concentration prior to the beginning of a semester and are expected to meet the requirements for that concentration beginning that semester. Any student who has not selected a specific concentration is classified as a general business major and is expected to follow the program of that concentration.

### SENIOR RESIDENCE REQUIREMENT

The senior year (the last 30 credit hours) must be completed at Indiana University. Students are certified for graduation by the Indiana University campus on which they complete the last two semesters (30 or more credit hours). In addition, at least 50 percent of all business course credit hours must be taken at IU South Bend. Permission to take credit during the senior year at another institution or by correspondence study courses may be procured, to a maximum of 6 credit hours, by petitioning the dean.

### APPLICATION FOR DEGREE

Candidates for the Bachelor of Science or Associate of Science in Business must file a degree application by October 1 if they are graduating in December or by February 1 if they are graduating in May or August. Degree application forms are available at the school's undergraduate office. Unless the application has been completed and submitted to the school, the student's academic records will not be audited for degree certification. Without this audit, the student cannot be recommended for the conferral of the degree.

### CREDIT DEADLINE

All credit of candidates for degrees, except that for the work of the current semester, must be on record at least one month prior to the conferral of degrees. All I (Incomplete) and R (Deferred) grades must be removed before a student can be certified for a degree.

### COMPREHENSIVE EXAMINATION REQUIREMENT

Each business student, as a condition for graduation, must pass a comprehensive examination during their senior year. Graduating seniors are notified in advance of their scheduled examination date.

### STATUTE OF LIMITATIONS

Students who are candidates for the degree Bachelor of Science in Business have the right to complete degree requirements specified by the *Campus Bulletin* in effect at the time they matriculate at Indiana University, provided that:

- The necessary courses are available, and
- No more than eight calendar years have elapsed since matriculation.

In the event that courses are not available or more than eight years have elapsed, students must apply to the dean to update their programs to the *Campus Bulletin* currently in effect.

### REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

The School of Business and Economics offers to holders of a bachelor's degree in schools other than business, a second bachelor's degree in business.

The candidate is, of course, exempt from any of those requirements already fulfilled in acquiring the first bachelor's degree. Students must meet the certification and degree requirements specified in the *Campus Bulletin* at the time they are admitted for the second degree.

Normally the holder of a bachelor's degree who wishes to pursue further education is encouraged to become qualified for admission to graduate study. In certain cases, however, a student may be admitted to candidacy for a second bachelor's degree. When such admission is granted, candidates must earn at least 30 additional credit hours in residence and meet the requirements of the School of Business and Economics and of the concentration in which they are candidates. Students who were awarded the Bachelor of Science in Business at IU South Bend may register as special students to meet the requirements of another concentration, but cannot be certified for the degree a second time.

Individuals who were awarded the Bachelor of Science in Business from Indiana University shall not be subsequently eligible for any associate degree offered through the School of Business and Economics.

The School of Business and Economics reserves the right to specify any additional course requirements or repetition of previously taken courses in order to insure that a student's second B.S. or second area of concentration is compatible with the school's current academic objectives.

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## BACHELOR OF SCIENCE IN BUSINESS DEGREE REQUIREMENTS

All undergraduate curricula for students majoring in business administration consist essentially of three parts: the general education core, the basic business administration core, and the professional courses for a specific concentration.

The following is a list of the courses and credit hours that all undergraduate curricula require. In certain curricula concen-

trations, specific general education courses are required within the seven groups of courses listed. Students must attain a grade of not less than a C in any of those courses marked with an asterisk (\*).

## GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

All courses certified as meeting the campuswide general education requirements are designated in the *Schedule of Classes*. (All courses are 3 cr. hours, unless otherwise designated.)

### I. FUNDAMENTAL LITERACIES (25 CR.)

#### A. Writing (6 cr.)

- ENG-W 131 Elementary Composition\*
- ENG-W 232 Introduction to Business Writing\*

#### B. Critical Thinking (3 cr.)

- Select one of the following:
- PHIL-P 105 Thinking and Reasoning
  - PHIL-P 110 Introduction to Philosophy
  - PHIL-P 150 Elementary Logic
  - Other Critical Thinking course

#### C. Oral Communication (3 cr.)

- SPCH-S 121 Public Speaking

#### D. Visual Literacy (3 cr.)

- Select from approved course list, page 35

#### E. Quantitative Reasoning (6 cr.)

- MATH-M 118 Finite Mathematics\*
- Select one of the following:
- MATH-M 119 Brief Survey of Calculus\*
  - MATH-M 215 Analytic Geometry and Calculus 1\*

#### F. Information Literacy

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

#### G. Computer Literacy (3 cr.)

- BUS-K 201 The Computer in Business\*
- Recommend CSCI-A 106/CSCI-A 107 prior to BUS-K 201 for students with limited computer skills.

### II. COMMON CORE COURSES (15 CR.)

Students must complete courses from each of the following four areas, as designated in the *Schedule of Classes*.

#### A. The Natural World (3 cr.)

- Select N 190 from approved course list, page 35

#### B. Human Behavior and Social Institutions (6 cr.)

- Select B 190 and B 399 (PSY or SOC)

#### C. Literary and Intellectual Traditions (3 cr.)

- Select T 190 from approved course list, page 36

#### D. Art, Aesthetics, and Creativity (3 cr.)

- Select A 190 from approved course list, page 36

### III. CONTEMPORARY SOCIAL VALUES (8 CR.)

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

#### A. Non-Western Cultures (3 cr.)

- Select from approved course list, page 36

#### B. Diversity in United States Society (3 cr.)

- Select from approved course list, page 37

#### C. Health and Wellness (2 cr.)

- Select from approved course list, page 37

### ADDITIONAL REQUIREMENTS (8 CR.)

#### General Education Electives (8 cr.)

Additional elective courses chosen throughout the university excluding business, economics, technical, and general studies courses; world language courses are highly recommended. (Accounting majors need only to select 5 credit hours of electives and take SPCH-S 223 Business and Professional Speaking.)

### BASIC BUSINESS ADMINISTRATION CORE COURSES

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

#### Freshman Year

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

#### Sophomore Year

- BUS-A 201 Introduction to Financial Accounting\*
- BUS-A 202 Introduction to Managerial Accounting\*
- BUS-L 201 Legal Environment of Business
- ECON-E 270 Introduction to Statistical Theory in Economics and Business\*

#### Junior Year

- BUS-D 300 International Business Administration\*
- BUS-F 301 Financial Management\*
- BUS-K 321 Management Information Systems\*
- BUS-M 301 Introduction to Marketing Management\*
- BUS-P 301 Operations Management\*
- BUS-X 310 Business Career Planning and Placement\* (1 cr.)
- BUS-Z 302 Managing and Behavior in Organizations\*

#### Senior Year

- BUS-J 401 Administrative Policy\*

## BUSINESS CONCENTRATIONS

In addition to fulfilling the general education requirements and the basic business administration core requirements previously listed, students must select one or more of the following business concentrations:

- |                  |                                     |
|------------------|-------------------------------------|
| Accounting       | Human Resource Management           |
| Advertising      | International Business              |
| Banking          | Management Information Systems      |
| Finance          | Marketing                           |
| General Business | Small Business and Entrepreneurship |

## SUGGESTED PROGRAM FOR BACHELOR OF SCIENCE IN BUSINESS

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

### Freshman Year (31 cr.)

- BUS-K 201 The Computer in Business
- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- ENG-W 131 Elementary Composition
- MATH-M 118 Finite Mathematics
- MATH-M 119 Brief Survey of Calculus I
- Select one of the following:
  - PSY-B 190 Human Behavior and Social Institutions
  - SOC-B 190 Human Behavior and Social Institutions
  - SPCH-S 121 Public Speaking
- General education courses (6 cr.)

### Sophomore Year (31 cr.)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-L 201 Legal Environment of Business
- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- ENG-W 232 Introduction to Business Writing
- General education courses (16 cr.)

### Junior Year (31 cr.)

- BUS-D 300 International Business Administration
- BUS-F 301 Financial Management
- BUS-K 321 Management Information Systems
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-X 310 Business Career Planning and Placement (1 cr.)
- BUS-Z 302 Managing and Behavior in Organizations
- Concentration requirements or general education courses (12 cr.)

### Senior Year (30 cr.)

- BUS-J 401 Administrative Policy
- Concentration requirements, general education courses, or electives (27 cr.)

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## ACCOUNTING

The accounting curriculum prepares students for positions as accountants, auditors, controllers, income tax accountants, financial statement analysts, cost accountants, budget officers, and governmental or institutional accountants. In addition, it equips the prospective business executive with a tool for intelligent analysis, prediction, decision making, and control.

The accounting curriculum also provides excellent background for the student planning to pursue graduate work in business administration or law.

Accounting graduates who meet requirements of the State Board of Certified Accountants of Indiana are eligible to sit for the Uniform Certified Public Accountant's (CPA) Examination in Indiana. Those who wish to engage in public

accounting practice should familiarize themselves with the rules and regulations issued by the Indiana Professional Licensing Agency; Attention: Indiana Board of Accountancy; 302 West Washington Street; Indianapolis, Indiana 46204. Students planning to practice outside Indiana should consult the CPA board of their state of residence.

## CONCENTRATION REQUIREMENTS

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

### Junior and Senior Years

- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-A 328 Introduction to Taxation
- BUS-A 337 Accounting Information Systems
- BUS-A 424 Auditing and Assurance Services
- SPCH-S 223 Business and Professional Speaking
- Select two of the following:
  - BUS-A 335 Accounting for Government and Not-For-Profit Entities
  - BUS-A 339 Advanced Income Tax
  - BUS-A 425 Contemporary Accounting Theory
- Select one of the following:
  - BUS-F 302 Financial Decision Making
  - BUS-F 420 Investments
  - BUS-J 404 Business and Society
  - BUS-L 303 Commercial Law II
  - BUS-W 311 New Venture Creation

Students must attain a grade of not less than C in each course.

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## ADVERTISING

The advertising curriculum provides an educational foundation for those preparing for careers in which advertising may play a major role. Such careers include work in the management of advertising; advertising sales; product management with those firms where strong emphasis is placed on advertising; or specialized areas of copy, layout, design, or production.

Employment in these careers may be with advertising departments of manufacturing, distributing, or retailing firms; with media, including television stations, newspapers, or magazines; with advertising agencies; or with companies dealing in specialized aspects of advertising and sales promotion.

Because the advertising function in a business firm constitutes part of a total marketing program, the advertising curriculum provides, first of all, a base of general business and marketing studies. The capstone of this program is a modest degree of specialization in advertising courses.

## CONCENTRATION REQUIREMENTS

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

### Junior and Senior Years

- BUS-M 303 Marketing Decision Making
- BUS-M 405 Buyer Behavior

<sup>1</sup> Accounting majors should take BUS-L 203 in lieu of BUS-L 201.

BUS-M 415 Advertising and Promotion Management

BUS-M 418 Advertising Strategy

Select one of the following:

BUS-M 401 International Marketing

BUS-M 419 Retail Management

BUS-M 426 Sales Management

BUS-M 450 Marketing Strategy

Select one of the following:

ENG-W 203 Creative Writing

FINA-S 250 Graphic Design I

JOUR-C 200 Introduction to Mass Communications

Students must attain a grade of not less than C in each course.

### **Electives**

Students following the advertising curriculum are urged to select additional work in behavioral science and should select advanced general education and advertising work in consultation with their advisor. The advertising electives selected should be relatively limited in number and in line with abilities and career interests.

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## **BANKING**

This program provides a solid financial background along with entrepreneurial skills to service this growing market. The need for specialized education arises from the increased competitiveness within the financial services industry. Many banks make tremendous efforts to serve not only the budding entrepreneur, but also those entrepreneurs who are successful in growing to new heights in sales and market expansion. Growing entrepreneurial businesses have significant funding needs. As is often the case with a growing business, there are insufficient internally generated cash flows to finance expansion. Firms can choose to go public, seek private equity, or turn to their banker to supply the funds needed to stoke future growth. Banks need skilled employees with the ability to recognize those entrepreneurial opportunities, who possess the depth of finance knowledge to evaluate the deal's potential, and who have the ability to close the sale. The program offers a wide variety of courses in finance, entrepreneurship, and sales management to ensure that graduates possess the skills necessary to be successful in this growing industry.

### **CONCENTRATION REQUIREMENTS**

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

#### **Junior and Senior Years**

BUS-F 302 Financial Decision Making

BUS-F 345 Money, Banking, and Capital Markets

BUS-F 420 Investment

BUS-M 426 Sales Management

BUS-W 311 New Venture Creation

Select one of the following:

BUS-F 444 Applications in Financial Management

BUS-F 494 International Financial Management

Select one of the following:

BUS-W 430 Organizations and Organizational Change

BUS-Z 440 Human Resources Management

Students must attain a grade of not less than C in each course.

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## **FINANCE**

The ability to analyze a corporation's financial status, and to implement sound financial programs for raising capital and for choosing from among competing investment opportunities, is of the utmost importance to any business organization.

Students who graduate with a finance concentration are prepared for entry-level positions in finance. This includes positions in financial institutions such as commercial banks, savings and loans, credit unions, brokerage and investment banking firms, investment advisory organizations, insurance companies, mutual funds, and pension funds. In addition to opportunities in the financial services industry, extensive employment opportunities exist in the corporate sector as well as in government.

Courses on financial institutions, financial decision making, business financial management, investments, security analysis, and portfolio management enable students to acquire a depth of understanding in areas of particular interest.

The field of finance traditionally is divided into three sub-fields: financial markets and institutions, investments, and business financial management. Financial markets and institutions examine the ways in which financial intermediaries such as commercial banks, insurance companies, and pension funds facilitate the transfer of funds from savers/investors to demanders of funds who engage in the production and consumption of real economic goods and services.

Services provided by financial institutions include the evaluation and bearing of risk and the repackaging of funds in terms of maturity and size of investment. Also examined, on a macro basis, are the markets for financial securities created by corporations and financial intermediaries.

Typical questions would be what sectors of government and the economy are the foremost demanders of funds in different segments of the business cycle and, in aggregate, what proportion of corporate financing has been provided by debt over time.

Investments is the study of how individuals and institutions allocate funds to financial assets such as stocks, bonds, options and futures contracts and, to a lesser extent, real assets such as real estate and precious metals. Investments is itself divided into two areas: security analysis, concerned with the valuation of individual securities; and portfolio management, concerned with the selection of combinations of assets such that return is maximized given the level of risk that is borne.

Business financial management concentrates on the management of a firm's assets, both short-term working capital and

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<sup>1</sup> Accounting majors should take BUS-L 203 in lieu of BUS-L 201



longer-term capital projects, and on the financing of these assets. Financing considerations include the choice of capital structure (proportions of debt and equity used in the financing mix) and dividend policy.

### CONCENTRATION REQUIREMENTS

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

#### Junior and Senior Years

- BUS-F 302 Financial Decision Making
- BUS-F 345 Money, Banking, and Capital Markets
- BUS-F 420 Investment
- BUS-F 444 Applications in Financial Management

Select three of the following:

- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II or
- BUS-A 325 Cost Accounting
- BUS-F 423 Topics in Investment
- BUS-F 490 Independent Study in Finance
- BUS-F 494 International Financial Management

Students must attain a grade of not less than C in each course.

### MINOR IN FINANCE FOR BUSINESS MAJORS

Students who are pursuing a four-year degree may combine formal study in finance as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

#### REQUIREMENTS (12 CR.)

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

- BUS-F 301 Financial Management
- BUS-F 302 Financial Decision Making
- BUS-F 345 Money, Banking, and Capital Markets
- BUS-F 420 Investment

Students must attain a minimum cumulative grade point average of 2.0 (C) in all four of the courses taken for the minor, and not less than a C in each course. Please note that these courses may not be taken by correspondence study or independent study; they also may not be studied through an internship.

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### GENERAL BUSINESS

For students who wish to pursue a broad, general program, this curriculum provides a vehicle for organizing their studies. The integrating focus is the responsibility for administering the multiple operations of the business firm in a rapidly changing environment. Emphasis is on the process involved in setting goals for corporate effort, coordinating and controlling multiple programs, and regulating inputs and outputs with varied environments.

Objectives at the undergraduate level are to provide a broad, liberal education as a base and to develop proficiency in understanding and solving interrelated business problems.

### CONCENTRATION REQUIREMENTS

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

#### Junior and Senior Years

- BUS-J 404 Business and Society
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Human Resources Management

Select one of the following:

- BUS-F 302 Financial Decision Making
- BUS-F 420 Investment

Select one of the following:

- BUS-L 303 Commercial Law II
- BUS-W 490 Independent Study in Business Administration (Students in Free Enterprise)

Select one of the following:

- BUS-M 303 Marketing Decision Making
- BUS-M 426 Sales Management

Select one of the following:

- ECON-E 305 Money and Banking
- ECON-E 321 Intermediate Microeconomic Theory I
- ECON-E 322 Intermediate Macroeconomic Theory II

Students must attain a grade of not less than C in each course.

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### HUMAN RESOURCE MANAGEMENT

The program in human resource management is designed for students whose career objectives encompass the field of human resources. From its early beginnings as a staff function involving the maintenance of records and the administration of benefit programs, personnel administration has grown and expanded to encompass the total development and utilization of human resources in organizations. While company titles may vary from vice president of industrial relations to vice president for organization planning and development, there are few firms of any size or consequence today that do not have a human resources specialist reporting directly to the company's highest level. This practice reflects the awareness that its human resources are an organization's greatest asset.

For this reason, the curriculum is designed to acquaint the student with modern human resources management in its broadest sense. Included are the traditional areas of personnel administration and labor relations such as employment, management development, wage and salary administration, organization planning, and contract negotiations, as well as developments in the behavioral sciences and the implications for a complete human resources program.

The objectives at the undergraduate level are to provide the student with a broad spectrum of knowledge for career preparation in organizational leadership; to prepare the stu-

dent for a career in modern, professional personnel and industrial relations and human resources management; and to encourage and develop interest in further study and research in the area of human resources development and utilization.

### CONCENTRATION REQUIREMENTS

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

#### Junior and Senior Years

- BUS -J 404 Business and Society
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 404 Effective Negotiations
- BUS-Z 440 Human Resources Management
- BUS-Z 441 Compensation and Benefits
- BUS-Z 444 Selection and Development

Students must attain a grade of not less than C in each course.

## INTERNATIONAL BUSINESS

The international business concentration provides students with extensive backgrounds in international business issues such as finance, law, marketing, accounting, and economics. Students have numerous curriculum choices so they may tailor their degree to their own area of emphasis. Faculty designed the concentration to facilitate students who wish to double major in an existing business discipline and in international business. Students who concentrate in international business are also required to take international courses outside the school of business to help them develop an expertise in a particular geographic area or culture. This major provides business students with the kind of cultural grounding so significant to success in global business.

### CONCENTRATION REQUIREMENTS

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

#### Junior and Senior Years

- BUS-F 494 International Financial Management
- BUS-M 401 International Marketing

Select two of the following:

- BUS-A 325 Cost Accounting
- BUS-A 337 Accounting Information Systems
- ECON-E 305 Money and Banking
- ECON-E 321 Intermediate Microeconomic Theory I
- ECON-E 322 Intermediate Macroeconomic Theory II
- BUS-F 302 Financial Decision Making
- BUS-F 420 Investment
- BUS-J 404 Business and Society
- BUS-M 303 Marketing Decision Making
- BUS-M 415 Advertising and Promotion Management
- BUS-S 307 Data Management
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Human Resources Management

Select two of the following:

- ANTH-E397 Peoples and Cultures of the Middle East
  - BUS-W 490 Independent Study in Business Administration
  - GEOG-G 201 World Regional Geography
  - HIST-B 361 Europe in the Twentieth Century I
  - HIST-B 362 Europe in the Twentieth Century II
  - POLS-Y 330 Central American Politics
  - POLS-Y 335 West European Politics
  - POLS-Y 337 Latin American Politics
  - POLS-Y 343 Developmental Problems in the Third World
  - POLS-Y 350 European Integration
  - POLS-Y 376 International Political Economy
  - POLS-Y 388 Marxist Theory
  - SOC-S 362 World Societies and Cultures
  - WOST-W 301 Global Perspectives on Women
- Any other course with consent of advisor

Students must attain a grade of not less than C in each course.

## MINOR IN INTERNATIONAL BUSINESS FOR BUSINESS MAJORS

Students who are pursuing a four-year degree in business may add a minor in international business as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

### REQUIREMENTS (12 CR.)

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

- BUS-D 300 International Business Administration
- BUS-F 494 International Financial Management
- BUS-M 401 International Marketing

Select one of the following:

- ANTH-E397 Peoples and Cultures of the Middle East
- GEOG-G201 World Regional Geography
- HIST-H 237 Traditional East Asian Civilization
- HIST-B 361 Europe in the Twentieth Century I
- HIST-B 362 Europe in the Twentieth Century II
- HIST-G 369 Modern Japan
- POLS-Y 330 Central American Politics
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 343 Development Problems in the Third World
- POLS-Y 350 European Integration
- POLS-Y 376 International Political Economy

Although not a formal prerequisite, BUS-D 300 International Business Administration (which is a required course for all business students) is the foundation course for the study of international business and should be taken

before BUS-F 494 International Financial Management and BUS-M 401 International Marketing.

Students must attain a minimum cumulative grade point average of 2.0 (C) in all four of the courses taken for the minor and not less than C in each course.

**NOTE: THESE COURSES MAY NOT BE TAKEN BY CORRESPONDENCE STUDY OR INDEPENDENT STUDY; THEY ALSO MAY NOT BE STUDIED THROUGH AN INTERNSHIP.**

## MANAGEMENT INFORMATION SYSTEMS

The Management Information Systems (M.I.S.) program prepares students to fill the role of an M.I.S. professional and/or manager in organizations in the north central Indiana and southwestern Michigan region. It gives students the computer knowledge and technical skills needed by managers who will be responsible for applying computers and other information technology (IT) in businesses and not-for-profit organizations. This is a growing area, given the increasing need for employees who understand the complexities of information technology and can contribute to effective management of IT systems.

### CONCENTRATION REQUIREMENTS

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

#### Junior and Senior Years

- BUS-S 307 Data Management
- BUS-S 310 Systems Analysis and Design
- BUS-S 410 Systems Implementation
- BUS-S 435 Advanced Topics in Computer Information Systems

Select one of the following:

- CSCI-A 201 Introduction to Programming (4 cr.)
- CSCI-C 101 Computer Programming I (4 cr.)

#### Select one of the following mini-tracks:

Alternate mini-tracks may be proposed by students and must be approved by an M.I.S. advisor.

#### ACCOUNTING

- BUS-A 325 Cost Accounting
- BUS-A 337 Accounting Information Systems

#### DECISION SCIENCE

- BUS-K 301 Enterprise Resource Planning
- BUS-K 302 Introduction to Management Science

#### COMPUTER SCIENCE

- CSCI-A 338 Network Technologies and Systems Administration
- CSCI-A 340 Introduction to Web Programming

#### FINANCE

Select two of the following:

- BUS-F 302 Financial Decision Making
- BUS-F 420 Investment
- BUS-F 444 Applications in Financial Management

#### MARKETING AND E-COMMERCE

Select two of the following:

- BUS-M 303 Marketing Decision Making
- BUS-M 405 Buyer Behavior
- BUS-M 415 Advertising and Promotion Management

#### PSYCHOLOGY

- PSY-P 233 Industrial Psychology
- PSY-P 321 Group Dynamics

#### WEB DESIGN

- FINA-P 273 Computer Art and Design I
- FINA-S 310 Web Page Design

Students must attain a grade of not less than C in each course.

## MARKETING

The study of marketing concerns itself with all those activities related to the movement of goods and services from the producer to consumers. It deals, for example, with customer behavior; the development of product offerings to meet consumer needs; pricing policies; the institutions and channels of distribution, including retailers and wholesalers; advertising; selling; sales promotion; research; and the management of marketing to provide for business a profitable and expanding operation.

The marketing curriculum endeavors to provide the business community with broadly trained people who can approach problems with a clear understanding both of marketing and of the interrelationships of marketing with other functions of the firm. Students planning careers in marketing research and information systems, advertising, retailing, or sales management normally major in marketing and then may pursue within the curriculum additional specialization in the area of their vocational interest.

### CONCENTRATION REQUIREMENTS

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

#### Junior and Senior Years

- BUS-M 303 Marketing Decision Making
- BUS-M 401 International Marketing
- BUS-M 405 Buyer Behavior
- BUS-M 450 Marketing Strategy

Select one of the following:

- BUS-M 415 Advertising and Promotion Management
- BUS-M 419 Retail Management
- BUS-M 426 Sales Management

Students must attain a grade of not less than C in each course.

#### Electives

Marketing majors are urged to consider work in the behavioral sciences, economics, and quantitative areas. Electives in marketing include all 400-level marketing and advertising courses.

## SMALL BUSINESS AND ENTREPRENEURSHIP

The concentration in small business and entrepreneurship prepares graduates to start and manage their own organizations. This concentration also prepares graduates for management positions in the many small businesses of the United States and, increasingly, of the entire global community. Over 90 percent of all United States businesses are already small. And, with constant downsizing, outsourcing, and reorganizing among larger businesses, the percentage of smaller organizations is increasing. Future careers and jobs are with smaller organizations.

In addition to credit courses, the concentration in small business and entrepreneurship offers a speaker series to the local community and to students. Faculty and students participate in a variety of research projects that investigate issues of significance to the small business community. Students also enjoy regular involvement with north central Indiana's Small Business Development Center.

Curriculum requirements are similar to other concentrations offered in the School of Business and Economics with regard to general education, prebusiness courses, and business courses.

### CONCENTRATION REQUIREMENTS

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

#### Junior and Senior Years

- BUS-J 404 Business and Society
- BUS-W 311 New Venture Creation
- BUS-W 406 Venture Growth Management
- BUS-W 408 Practicum In Small Business
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Human Resources Management

Students must attain a grade of not less than C in each course.



## OUTSIDE MINOR IN BUSINESS FOR NON-BUSINESS MAJORS

Students who are pursuing a four year degree in non-business programs may combine formal study in business with their stated major by concurrently completing an outside minor in business. Students who select this program must notify their advisor and the School of Business and Economics advisor before the end of their junior year.

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

### REQUIREMENTS (18 CR.)

- BUS-A 201 Introduction to Financial Accounting
- BUS-F 260 Personal Finance
- BUS-L 201 Legal Environment of Business
- BUS-W 100 Business Administration: Introduction  
(must be taken in the freshman or sophomore year)

ECON-E 103 Introduction to Microeconomics

Select one of the following courses (after completing required prerequisites):

- BUS-F 301 Financial Management
- BUS-J 404 Business and Society
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-Z 302 Managing and Behavior in Organizations

Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above courses and not less than a C in each course. These courses cannot be taken by correspondence study.

Students who do not plan to complete the minor in business but who wish to supplement their major with a small number of business courses in a single business area—such as accounting, finance, marketing, or other specialized study—should select business and economics courses in consultation with an advisor from the School of Business and Economics.

## OUTSIDE MINOR IN FINANCE FOR NON-BUSINESS MAJORS

Students who are pursuing a four-year degree in non-business programs may combine formal study in finance with their state major by concurrently completing an outside minor in finance. Students who elect this program must notify their advisor and the School of Business and Economics advisor before the end of their junior year.

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

### REQUIREMENTS (30 CR.)

#### Required Prerequisites:

- BUS-A 201 Introduction to Financial Accounting
- BUS-K 201 The Computer in Business  
(or any other computer course)
- ECON-E 104 Introduction to Macroeconomics

- ECON-E 270 Introduction to Statistical Theory in  
Economics and Business  
(or any statistics course)
- MATH-M 118 Finite Mathematics

**Required Finance Courses:**

- BUS-F 260 Personal Finance
- BUS-F 301 Financial Management
- BUS-F 302 Financial Decision Making
- BUS-F 345 Money, Banking, and Capital Markets
- BUS-F 420 Investment

For non-business majors, the BUS-F 301 course requires prerequisites of BUS-A 201, ECON-E 104, and ECON-E 270 or any statistics course. The BUS-F 301 course is a prerequisite for BUS-F 302, BUS-F 345, and BUS-F 420.

Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above ten courses and not less than a C in each course. These courses may not be taken by correspondence study or by independent study; they also may not be studied through an internship.

## ECONOMICS

### BACHELOR OF SCIENCE IN ECONOMICS

This program is designed for the student who desires to gain an appreciation for how the economic system functions. The economics program provides an excellent foundation for the student who intends to work in business, government, or the nonprofit sector and for the student who wants to pursue graduate-level training in law, public administration, business administration, or other professional areas.

### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (13-19 CR.)

##### A. Writing

- ENG-W 131 Elementary Composition

##### B. Critical Thinking

- Select from approved course list, page 34

##### C. Oral Communication

- SPCH-S 121 Public Speaking

##### D. Visual Literacy

- Select from approved course list, page 35

##### E. Quantitative Reasoning

- Select from approved course list, page 35

#### F. Information Literacy

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

#### G. Computer Literacy

- Select from approved course list, page 35

### II. COMMON CORE COURSES (12 CR.)

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

#### A. The Natural World

- Select from approved course list, page 35

#### B. Human Behavior and Social Institutions

- Select from approved course list, page 36

#### C. Literary and Intellectual Traditions

- Select from approved course list, page 36

#### D. Art, Aesthetics, and Creativity

- Select from approved course list, page 36

### III. CONTEMPORARY SOCIAL VALUES (8 CR.)

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

#### A. Non-Western Cultures

- Select from approved course list, page 36

#### B. Diversity in United States Society

- Select from approved course list, page 37

#### C. Health and Wellness (2 cr.)

- Select from approved course list, page 37

### ADDITIONAL REQUIREMENTS

#### *Economics Requirements (28 cr.)*

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- ECON-E 270 Introduction to Statistical Theory in  
Economics and Business
- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory
- ECON-E 490 Advanced Undergraduate Seminar in  
Economics (4 cr.)

Select two of the following:

- ECON-E 304 Survey of Labor Economics
- ECON-E 305 Money and Banking
- ECON-E 308 Public Finance: Survey

Select one of the following:

- ECON-E 470 Introduction to Econometrics
- MATH-M 467 Advanced Statistical Techniques I

#### *Mathematics Requirements (6 cr.)*

- MATH-M 118 Finite Mathematics
- MATH-M 119 Brief Survey of Calculus I  
(or equivalent)

#### *Electives*

Include courses to satisfy campuswide general education requirements for the Bachelor of Arts degree, except that no world languages are required for either of the Bachelor of Science in Economics degrees.

**SUGGESTED PROGRAM FOR BACHELOR OF SCIENCE IN ECONOMICS***(All courses are 3 cr. hours, unless otherwise designated.)***First Year**

ECON-E 103 Introduction to Microeconomics  
 ECON-E 104 Introduction to Macroeconomics  
 ENG-W 131 Elementary Composition  
 MATH-M 118 Finite Mathematics  
 MATH-M 119 Brief Survey of Calculus I  
 General education courses or electives (15 cr.)

**Second Year**

ECON-E 270 Introduction to Statistical Theory in  
 Economics and Business  
 General education courses or electives (27 cr.)

**Third Year**

ECON-E 321 Intermediate Microeconomic Theory  
 ECON-E 322 Intermediate Macroeconomic Theory  
 Economics electives, 300-400 level  
 General education courses or electives (22 cr.)

**Fourth Year**

Select one of the following:

ECON-E 470 Introduction to Econometrics  
 MATH-M 467 Advanced Statistical Techniques I  
 ECON-E 490 Advanced Undergraduate Seminar in  
 Economics (4 cr.)  
 Economics electives, 300-400 level  
 General education courses or electives (21 cr.)

**QUANTITATIVE PROGRAM**

This program is designed primarily for the student who intends to pursue graduate work in economics or in a quantitatively oriented Master of Business Administration program.

*(All courses are 3 cr. hours, unless otherwise designated.)***Economics Requirements (28 cr.)**

ECON-E 103 Introduction to Microeconomics  
 ECON-E 104 Introduction to Macroeconomics  
 ECON-E 270 Introduction to Statistical Theory in  
 Economics and Business  
 ECON-E 321 Intermediate Microeconomic Theory  
 ECON-E 322 Intermediate Macroeconomic Theory  
 ECON-E 375 Introduction to Mathematical  
 Economics (or equivalent course, as  
 approved by economics advisor)  
 ECON-E 490 Advanced Undergraduate Seminar in  
 Economics (4 cr.)

Select one of the following:

ECON-E 470 Introduction to Econometrics  
 MATH-M 467 Advanced Statistical Techniques I  
 Select 3 credit hours from 300- and 400-level courses in  
 economics, except ECON-E 315 Collective  
 Bargaining, Practices, and Problems

**Mathematics Requirements**

MATH-M 118 Finite Mathematics  
 MATH-M 215 Analytic Geometry and Calculus I (5 cr.)  
 MATH-M 216 Analytic Geometry and Calculus II(5 cr.)

**SUGGESTED QUANTITATIVE PROGRAM FOR BACHELOR OF SCIENCE IN ECONOMICS***(All courses are 3 cr. hours, unless otherwise designated.)***First Year**

ECON-E 103 Introduction to Microeconomics  
 ECON-E 104 Introduction to Macroeconomics  
 ENG-W 131 Elementary Composition  
 MATH-M 118 Finite Mathematics  
 MATH-M 215 Analytic Geometry and Calculus I (5 cr.)  
 General education courses or electives (13 cr.)

**Second Year**

ECON-E 270 Introduction to Statistical Theory in  
 Economics and Business  
 MATH-M 216 Analytic Geometry and Calculus II  
 (5 cr.)  
 General education courses or electives (22 cr.)

**Third Year**

ECON-E 321 Intermediate Microeconomic Theory  
 ECON-E 322 Intermediate Macroeconomic Theory  
 Economics electives, 300-400 level  
 General education courses or electives (22 cr.)

**Fourth Year**

ECON-E 375 Introduction to Mathematical  
 Economics (or equivalent course as  
 approved by economics advisor)  
 ECON-E 470 Introduction to Econometrics  
 ECON-E 490 Advanced Undergraduate Seminar in  
 Economics (4 cr.)  
 General education courses or electives (21 cr.)

**BACHELOR OF ARTS REQUIREMENTS**

See the Bachelor of Arts program in economics, College of Liberal Arts and Sciences, within this *Campus Bulletin*.

**MINOR IN ECONOMICS***(All courses are 3 cr. hours, unless otherwise designated.)*

Students majoring in business who wish to earn a minor in economics are expected to complete the following requirements:

1. Register their intent with the College of Liberal Arts and Sciences.
2. Meet with an economics advisor prior to each semester's registration.
3. Earn a minimum grade of C in all economics courses that count toward the minor.
4. Complete the following courses:
  - ECON-E 103 Introduction to Microeconomics
  - ECON-E 104 Introduction to Macroeconomics
  - ECON-E 321 Intermediate Microeconomic Theory
  - ECON-E 322 Intermediate Macroeconomic Theory
  - One additional economics course at the 300- or 400-level

# THE GENERAL STUDIES DEGREE SCHOOL OF CONTINUING STUDIES

**DAVID A. VOLLRATH, DIRECTOR**

**OFFICE: ADMINISTRATION BUILDING 233**

**TELEPHONE: (574) 520-4260**

**INTERNET ADDRESS: [www.iusb.edu/~sbgens](http://www.iusb.edu/~sbgens)**

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**ASSISTANT DIRECTOR:** Christopher



## MISSION STATEMENT

Our mission is to assist you to design and implement a coherent, focused, and comprehensive plan of study leading to an associate and/or bachelor's degree in general studies, which achieves the traditional objectives of a university education and meets your personal and professional goals.

Students earn general studies degrees for both personal enrichment and professional advancement. General studies alumni are employed in practically all fields of endeavor including business, education, public administration, sales, and social service. Twenty-five percent have earned graduate degrees in such fields as business administration, counseling, education, law, medicine, ministry, and social work.

## GENERAL STUDIES DEGREES

Both the associate and bachelor's degrees are offered and may be completed through the use of a combination of academic procedures:

- Taking courses on the IU South Bend or other Indiana University campuses
- Transferring credit hours from other accredited colleges and universities
- Taking IU South Bend faculty-directed readings courses
- Participating in internships
- Passing Indiana University departmental examinations
- Passing world language placement examinations
- Receiving credit hours for college-level learning gained through life experiences and documented in the prior learning portfolio
- Receiving credit hours granted on the basis of professional credentials and experience
- Taking correspondence courses through independent study
- Passing College-Level Examination Program (CLEP) or Defense Activity for Nontraditional Education Support (DANTES) examinations
- Receiving credit hours for training programs approved by the American Council on Education and the University of the State of New York
- Receiving credit hours for military training and service

### APPLICATION AND ADMISSION DEADLINES

Your official admission date is the date we accept you into the general studies degree program. This date may not coincide with the date the IU South Bend Office of Admissions processes your application. If we approve your admission on or prior to the campus Pass/Fail deadline, we will consider any current course work as course work taken after your admission to the general studies degree program. Applications for admission into the degree program are available from the general studies office and online.

Prior to admission to general studies, you will meet with a general studies academic advisor who will work in partnership with you to plan an appropriate academic program.

In addition, the 1 credit hour course EDUC-F 203 Introduction to General Studies is offered to assist you in the development of a personalized program of study and a schedule to complete your general studies degree. This course is required of all bachelor's degree students and recommended for associate degree students.

### GRADUATION DEADLINES

An application for graduation must be filed in the general studies office no later than October 1 for December graduation or February 1 for May and August graduation. All credit hours of candidates for degrees, except those of the current semester, must be on record at least six weeks prior to the conferring of degrees. Credit hours by correspondence must

be on record at least three weeks prior to the conferring of degrees. The school is not responsible for the graduation of students who fail to meet these deadlines.

## BASIC STRUCTURE

General studies degrees consist of required credit hours in the three subject fields in the College of Arts and Sciences and elective credit hours in any of the academic units of the university. The three subject fields in the College of Arts and Sciences are generally organized as follows. (Schools and departments not specifically listed here are considered professional schools.)

### A. ARTS AND HUMANITIES

Afro-American Studies  
 Classical Studies  
 Comparative Literature  
 English  
 Fine Arts  
 Folklore  
 History  
 History and Philosophy of Science  
 Philosophy  
 Religious Studies  
 Speech  
 Theatre and Dance  
 World Language

### B. SCIENCE AND MATHEMATICS

Anatomy  
 Astronomy  
 Biology  
 Chemistry  
 Computer Science  
 Geology  
 Mathematics  
 Microbiology  
 Physics  
 Physiology  
 Plant Sciences  
 Zoology

### C. SOCIAL AND BEHAVIORAL SCIENCES

Anthropology  
 Economics  
 Geography  
 Psychology  
 Political Science  
 Sociology



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## ASSOCIATE OF ARTS IN GENERAL STUDIES

### DEGREE REQUIREMENTS

#### REQUIRED CREDIT HOURS AND GRADE POINT AVERAGES

- 60 minimum credit hours required for the degree
- 15 minimum Indiana University course credit hours required
- 10 minimum Indiana University course credit hours required after admission to general studies
- 45 maximum credit hours accepted in transfer from other colleges and universities
- 2.0 minimum cumulative grade point average required in all Indiana University courses and in all courses completed after admission to general studies

#### DISTRIBUTION OF CREDITS

Thirty-six required credit hours in the College of Arts and Sciences in the three subject fields—A, B, and C—in at least two separate academic departments in each field, distributed as follows:

A. Arts and Humanities	12 cr.
B. Science and Mathematics	12 cr.
C. Social and Behavioral Sciences	12 cr.

Each course in subject fields A, B, and C must be completed with a minimum grade of C–.

Electives: 24 credit hours selected from any of the colleges of the university.

Since a key objective of the Associate of Arts in General Studies degree is to encourage the development of a comprehensive curriculum, a maximum of 15 credit hours in any single department in the College of Arts and Sciences and in the professional schools of the university may be applied to the Associate of Arts in General Studies.

#### GENERAL EDUCATION CURRICULUM

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

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

All courses certified as meeting the campuswide general education requirements are designated in the *Schedule of Classes*. Within the 60 credit hours required for the Associate of Arts in General Studies degree, each student must meet the following campus general education requirements in the following four areas. Basic competence must be demonstrated in those areas marked with an asterisk (\*).

#### FUNDAMENTAL SKILLS (12-14 CR.)

- A. Writing\***  
ENG-W 131 Elementary Composition
- B. Oral Communication**  
Not required
- C. Oral Communication\***  
SPCH-S 121 Public Speaking
- D. Visual Literacy**  
Not required
- E. Quantitative Reasoning\***  
Select from approved course list, pages 35
- F. Information Literacy**  
Not required
- G. Computer Literacy\***  
Select from approved course list, pages 35

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## BACHELOR OF GENERAL STUDIES

### DEGREE REQUIREMENTS

#### REQUIRED CREDIT HOURS AND GRADE POINT AVERAGES

- 120 minimum credit hours required for the degree
- 30 minimum Indiana University credit hours required
- 20 minimum Indiana University credit hours required after admission to general studies
- 90 maximum credit hours accepted in transfer from other colleges and universities
- 2.0 minimum cumulative grade point average required in all Indiana University courses and in all courses completed after admission to general studies

#### DISTRIBUTION OF CREDITS

Sixty-nine required credit hours in the College of Arts and Sciences in the three subject fields—A, B and C—in at least two separate academic departments in each field, distributed as follows:

A. Arts and Humanities	12 cr.
B. Science and Mathematics	12 cr.
C. Social and Behavioral Sciences	12 cr.

Concentration area (an additional 18 cr.) earned in one of the three subject fields: A, B, or C.

Each course in A, B, C, and the concentration area must be completed with a minimum grade of C–.

Arts and sciences electives (15 cr.) earned in any of the three subject fields: A, B, and C.

Electives: 51 credit hours selected from any of the colleges of the university.

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\* Basic competence is demonstrated through completion of specific courses with a minimum grade of C (2.0). Please refer to the list of approved courses on pages 34-37.

Since a key objective of the Bachelor of General Studies degree is to encourage the development of a comprehensive curriculum, a maximum of 21 credit hours in any single department in the College of Arts and Sciences, and a maximum of 30 credit hours in any one of the professional schools of the university, may be applied to the Bachelor of General Studies.

### INTRODUCTION TO GENERAL STUDIES

EDUC-F 203 Introduction to General Studies must be completed with a minimum grade of C (2.0) either prior to or within the first 12 credit hours after admission to the Bachelor of General Studies degree program.

## GENERAL EDUCATION

### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

Within the 120 credit hours required for the Bachelor of General Studies degree, each student must meet the following campus general education requirements in the following seven areas. Basic competence must be demonstrated in those areas marked with an asterisk (\*).

### I. FUNDAMENTAL LITERACIES (13-19 CR.)

- A. Writing\***  
ENG-W 131 Elementary Composition
- B. Critical Thinking**  
Select from approved course list, page 34
- C. Oral Communication\***  
SPCH-S 121 Public Speaking
- D. Visual Literacy**  
Select from approved course list, page 35
- E. Quantitative Reasoning\***  
Select from approved course list, page 35
- F. Information Literacy**  
COAS-Q 110 Introduction to Information Literacy (1 cr.)
- G. Computer Literacy\***  
Select from approved course list, page 35

### II. COMMON CORE COURSES (12 CR.)

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

- A. The Natural World**  
Select from approved course list, page 35
- B. Human Behavior and Social Institutions**  
Select from approved course list, page 36

### C. Literary and Intellectual Traditions

Select from approved course list, page 36

### D. Art, Aesthetics, and Creativity

Select from approved course list, page 36

## III. CONTEMPORARY SOCIAL VALUES (8 CR.)

Students must complete one course from each of the following three areas, as designated in the *Schedule of Classes*. Basic competence must be demonstrated in those areas marked with an asterisk\*.

### A. Non-Western Cultures\*

Select from approved course list, page 36

### B. Diversity in United States Society\*

Select from approved course list, page 37

### C. Health and Wellness (2 cr.)

Select from approved course list, page 37

## ADDITIONAL SCHOOL OF CONTINUING STUDIES REQUIREMENTS

Basic competence must be demonstrated in those areas marked with an asterisk (\*).

### Junior/Senior-Level Writing

The junior/senior-level writing requirement can be met with ENG-W courses above ENG-W 131 or any course designated as CLAS junior/senior-level writing.

### SENIOR CAPSTONE SEMINAR

EDUC-F 401 Senior Capstone Seminar must be completed with a minimum grade of C (2.0) within the last semester prior to graduation. This course gives you the opportunity to make an assessment of your degree in the light of university degree requirements and your personal and professional objectives.

### UPPER-DIVISION CREDIT HOURS

A minimum of 30 credit hours at the 300- or 400-level (upper-division) is required.

### MINOR CONCENTRATIONS

You may complete minor concentrations, in consultation with a faculty advisor in the specific academic area, as part of your Bachelor of General Studies degree program. The minor concentration is listed on your official transcript.

## THE PRIOR LEARNING PORTFOLIO

The 1 credit hour course, EDUC-F 400 Preparing the Prior Learning Portfolio, is offered through correspondence to assist you in identifying, demonstrating, and documenting the college-level learning gained through life experiences. A handbook for preparing the prior learning portfolio entitled *Earn College Credit for Experiential Learning*, contains step-by-step instructions for developing and formatting the document.

\* Basic competence is demonstrated through completion of specific courses with a minimum grade of C (2.0). Please refer to the list of approved courses on pages 34-37.

Up to 30 prior learning portfolio credit hours may be applied to the Bachelor of General Studies and up to 15 credit hours toward the Associate of Arts in General Studies. The fee per credit hour is the fee charged by the Indiana University Independent Study Program for university courses at the time the credit is reported on your official transcript.

### FACULTY GOVERNANCE

The General Studies Degree Committee is the academic program responsible for administering the general studies degrees. The committee has the authority to develop and monitor policies and procedures for admission, advisement, academic quality, the certification of graduates, and recommendations for the granting of degrees. Members are normally appointed for staggered two-year terms by the Executive Committee of the IU South Bend Academic Senate, after soliciting recommendations from the current

members of the General Studies Degree Committee, the degree program director, the vice chancellor for academic affairs, and the academic senate members at large. The general studies degree director shall be an ex-officio voting member of this committee. The committee chairperson also serves as a member of the all-university School of Continuing Studies faculty governance body.

### ADDITIONAL ACADEMIC POLICIES AND PROCEDURES

See the appropriate section in this *Campus Bulletin* regarding Academic Regulations and Policies, and the *Indiana University School of Continuing Studies Bulletin and Policy Handbook*. Courses for general studies degree students are listed in the course descriptions under the School of Education and the School of Continuing Studies (SCS).



# SCHOOL OF EDUCATION

**MICHAEL J. HORVATH, DEAN**

**OFFICE: GREENLAWN HALL 100**

**TELEPHONE: (574) 520-4845**

**INTERNET ADDRESS: [www.iusb.edu/~edud](http://www.iusb.edu/~edud)**

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**PROFESSORS:** Freitas, Horvath, Mettetal, Reck, Sheridan, Shrofel

**ASSOCIATE PROFESSORS:** Alexander, N. Chang, K. Clark, Cress, Heck, Holm, Isaacson, Okrah, Sage, Skarbek, R. L. Smith

**ASSISTANT PROFESSORS:** Davies, Fassett, Lewandowski, Linton, Spitzer

**LECTURERS:** Bontrager, Bushong, Eggleston, Hadley, Mooney, Nash, Sprague, Youngs

**FACULTY EMERITI:** Bailey, Calvin, DuVall, James, Leggett, Parelius, Petersen, Urbach

**DIRECTOR OF EDUCATION STUDENT SERVICES, GRADUATE ADVISOR, TEACHER CERTIFICATION OFFICER:** Norris

**UNDERGRADUATE ADVISORS:** Behrend, Sanders

**DIRECTOR OF STUDENT TEACHING:** Young

**DIRECTOR OF CHILD DEVELOPMENT CENTER:** TBA

**DIRECTOR OF COUNSELING CENTER AND ASSISTANT CLINICAL PROFESSOR:** Hurst

**DIRECTOR OF THE CENTER FOR GLOBAL EDUCATION:** Okrah



## MISSION

Through our programs in the School of Education at Indiana University South Bend and our active engagement in the community, we prepare teachers and other school personnel to be competent, ethical, and reflective practitioners. Our candidates and faculty are professionals dedicated to continuous learning in order to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world. As part of a public, comprehensive university, and through our service to schools, we strive to make a positive difference in the community within and beyond north central Indiana.

## SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The members of the faculty and staff in the School of Education have a clear commitment to preparing teachers who are competent professionals, display ethical dispositions, and engage in reflective practice. Further, we are committed to preparing educators who can teach learners from diverse backgrounds and who can use technology to enhance instruction and support student learning. These values are the foundation for the School of Education's conceptual framework, which serves as a guide for all program decisions. The following sections summarize the conceptual framework for the School of Education. The term candidates is used to refer to IU South Bend School of Education students. The term student(s) refers to children and youth in K–12 school settings.

### ***Competent Professionals***

Graduates from IU South Bend education programs are well versed in the knowledge of the subject matter and how to teach that subject matter to diverse learners. Education candidates have extensive knowledge of learners, instructional pedagogy, diversity, and technology. IU South Bend education candidates know how to apply this knowledge in educational settings.

### ***Ethical Dispositions***

Graduates from IU South Bend teacher education programs are caring and ethical teachers who are able to support learning and development in all students. Professional dispositions, as defined by the School of Education, are based on the Indiana Professional Standards Board's principles, and the code of ethics from the National Education Association. Education candidates must demonstrate their commitment to attaining excellence in teaching and learning. Through their performance in the university classroom and in the field, all education candidates demonstrate their ability to be collaborative, caring professionals dedicated to meeting the needs of diverse learners. A specific list of dispositions is included in our conceptual framework.

### ***Reflective Practice***

All candidates in the School of Education are reflective practitioners and decision-makers who are able to analyze and grow from their individual professional experience throughout their careers. Education candidates develop habits of reflection as they proceed through their teacher education programs.

### ***Commitment to Diversity***

Teachers prepared at IU South Bend are able to support learning for all students. Our graduates have the knowledge, dispositions, and skills necessary to meet the needs of students in today's diverse classrooms.

### ***Commitment to the Integration of Technology***

Teachers prepared at IU South Bend have the knowledge, dispositions, and skills necessary to effectively use technology to help all students learn. Education candidates are expected to incorporate technology throughout their course work and clinical experiences in order to facilitate student learning.

## IU SOUTH BEND STANDARDS FOR ALL TEACHERS

Programs in the School of Education are aligned with a variety of national and state standards. Candidates must demonstrate that they have the knowledge, skills, and dispositions associated with each of the following standards, which are adopted from the Interstate New Teacher Assessment and Support Consortium (INTASC) principles.

### ***Standard One: Content Knowledge***

The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of a subject matter meaningful to students.

### ***Standard Two: Growth and Development***

The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

### ***Standard Three: Diversity***

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and to learners with exceptionalities.

### ***Standard Four: Instructional Strategies***

The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

### ***Standard Five: Learning Environment***

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social actions, active engagement in learning, and self-motivation.

### ***Standard Six: Communication***

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active learning, collaboration, and supportive interaction in the classroom.

### ***Standard Seven: Instructional Planning***

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### ***Standard Eight: Assessment***

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his or her learners.

### ***Standard Nine: Professionalism***

The teacher is a reflective practitioner who continuously evaluates the effects of his or her choices and action on others (students, parents, and other professionals in the community) and who actively seeks out opportunities to grow professionally.

### ***Standard Ten: Collaboration***

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

## OVERVIEW OF UNDERGRADUATE UNIT ASSESSMENT SYSTEM

Before being recommended to the Division of Licensing of the Indiana Division of Professional Standards Board for any teaching license, candidates must meet all the standards associated with three summative checkpoints during their program. These checkpoints and the assessments associated with them are referred to as the Undergraduate Unit Assessment System. Candidates in the School of Education are required to purchase and submit required artifacts in *LiveText* at designated checkpoints in the unit assessment system. Candidates' knowledge, skills, and dispositions are assessed by the faculty at the following points:

### CHECKPOINT ONE

Completion of foundations courses

### CHECKPOINT TWO

Before student teaching

### CHECKPOINT THREE

Completion of student teaching (prior to recommendation for licensure)

Candidates are also formatively assessed throughout their programs. These formative assessments are done in individual classes and at various steps during the teacher education program. These formative steps are combined with summative checkpoints and occur in the following order:

1. Admission to IU South Bend and the School of Education.
2. Completion of STEP ONE of the unit assessment system. See page 176.
3. Completion of STEP TWO of the unit assessment system. See page 177.
4. CHECKPOINT ONE: Completion of foundations courses.  
As candidates approach the completion of their foundations courses and CHECKPOINT ONE, they must file a separate application for admission to the Teacher Education Program (TEP). These applications are available in the Office of Education Student Services in Greenlawn Hall 120.
5. CHECKPOINT TWO: Before student teaching.  
Prior to CHECKPOINT TWO, candidates must submit a student teaching packet to apply for a student teaching placement. Information on the packet, deadlines, and policies related to student teaching is included in the section on Application for Student Teaching Placement in this *Campus Bulletin*.
6. CHECKPOINT THREE: Completion of student teaching (prior to certification).

In addition to successfully completing CHECKPOINT THREE, candidates must submit a graduation application and fill out the necessary paperwork for their Indiana teaching license. Candidates should refer to the sections on Application for Graduation and Application for Indiana Teaching License in this *Campus Bulletin*.

Further information about the specific knowledge, skills, and dispositions that are assessed at each checkpoint is available on the School of Education Web site.

## CRIMINAL HISTORY CHECK

Candidates are required to provide a current criminal history check to school corporations before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on the results of the criminal history check. The application process for a teaching license in Indiana also requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana. Candidates are notified about specific procedures in field experience classes and in student teaching meetings.

## ACCREDITATION

The School of Education was granted continuing accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Indiana Department of Education Division of Professional Standards through 2011.

## PROGRAMS

The School of Education, in cooperation with the Indiana Department of Education, has established certain academic requirements that must be met to earn a degree and/or certification.

Undergraduate candidates may major in one of two teacher education programs: elementary education or secondary education. Elementary education majors are prepared to teach in elementary school primary and intermediate settings. Secondary majors are prepared to work in middle school and high school settings. With additional course work, undergraduate candidates may also be licensed to teach special education mild interventions, reading, and English as a new language. A Bachelor of Science degree is granted upon satisfactory completion of all requirements.

The School of Education also offers an Associate of Science degree in Early Childhood Education. The associate degree does not lead to certification.

If a candidate in the secondary education program earns certification while enrolled in a degree-granting program in another division of the university, both the requirements for graduation in the degree-granting academic program and the requirements for certification in the School of Education must be satisfied.

To receive an undergraduate degree from the School of Education, one must be admitted to either the early childhood associate degree program or the Teacher Education Program leading to a Bachelor of Science degree. In meeting all graduation requirements, the candidate must complete at least 30 credit hours as a School of Education candidate at IU South Bend.

The School of Education provides the following degree programs which lead to a recommendation for teacher certification. All programs and courses are subject to change and/or deletion, pending action by the Indiana Division of Professional Standards.

**Bachelor of Science in Education**

Elementary Education  
 Secondary Education  
 English/Language Arts  
 Mathematics  
 Social Studies  
 Science (Life Science, Chemistry, Physics,  
 Physical Science, Earth/Space Science)  
 World Languages (French, Spanish)

Candidates may add certification areas to the license by completing these requirements in addition to the elementary or secondary degree requirements:

English as a New Language  
 Reading  
 Special Education (Mild Interventions)  
 Other areas may be added in the future

**NOTE: MOST PROGRAMS IN EDUCATION HAVE VERY FEW ELECTIVES. YOU MUST WORK CLOSELY WITH YOUR ADVISOR TO AVOID TAKING UNNECESSARY CLASSES.**

Programs in education consist of several components:

**General Education Courses**

The campuswide general education curriculum includes courses from the following elements:

- I. Fundamental Literacies
- II. Common Core
- III. Contemporary Social Values

Candidates should see the section on general education requirements in this *Campus Bulletin* and consult with advisors to take courses appropriate for their program.

**Education Foundations Courses**

These are the basic courses that all education majors take. Some include a field component.

**Education Pedagogy Courses**

These courses focus on teaching methods in the subject areas. Many include a field component.

**Content Courses**

Secondary education majors take the courses for their content area.

**Student Teaching**

This is the capstone experience for all candidates.

**STUDENT RESPONSIBILITY**

School of Education programs are continuously assessed. These assessments are data-based and involve evaluating the effectiveness of individual candidates, programs, and the unit as a whole. The School of Education revises programs based on these assessments and in response to changes in licensing or accreditation requirements. Therefore, candidates should check the School of Education Internet site at [www.iusb.edu/~edud](http://www.iusb.edu/~edud) and meet with academic advisors on a regular basis. Finally, candidates must check their university e-mail accounts to stay informed of program requirements. Each candidate is individually responsible for fulfilling all program requirements. The following applies to all candidates:

**NOTE: ELECTRONIC MAIL (E-MAIL) IS THE OFFICIAL MEANS OF COMMUNICATION WITH CANDIDATES AT IU SOUTH BEND. A CANDIDATE'S FAILURE TO RECEIVE OR READ OFFICIAL UNIVERSITY COMMUNICATIONS SENT TO THE CANDIDATE'S OFFICIAL E-MAIL ADDRESS DOES NOT ABSOLVE THE CANDIDATE FROM KNOWING AND COMPLYING WITH THE CONTENT OF THE OFFICIAL COMMUNICATION. IT IS RECOMMENDED THAT CANDIDATES CHECK E-MAIL MESSAGES AT LEAST ONCE A DAY. CANDIDATES ARE MADE AWARE OF PROGRAM CHANGES VIA E-MAIL SENT TO THEIR UNIVERSITY ADDRESS.**




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## ASSOCIATE DEGREE PROGRAM EARLY CHILDHOOD EDUCATION

The Early Childhood Education program is a two-year associate degree program developed for the purpose of preparing persons who wish to teach in child development centers and preschool programs. Graduates are also employed as kindergarten aides or after-school caregivers.

The Associate of Science degree may be earned by four semesters of successful full-time academic work. Candidates attending classes on less than a full-time basis may expect the period to extend beyond two years. Prior to finishing this degree, candidates must complete a practicum. Candidates must apply for this practicum one full semester ahead of time by contacting the director of student teaching. Completion of the associate degree does not result in licensure.

**ADMISSION TO THE EARLY CHILDHOOD ASSOCIATE DEGREE PROGRAM**

Candidates wishing to pursue the Associate of Science degree in Early Childhood Education may be admitted into the School of Education providing they have met formal admission requirements as stated in the section on Admission in this *Campus Bulletin*. Candidates from other academic programs or institutions must have a minimum GPA of 2.0 prior to admission to the School of Education.

**Placement Examinations**

Individuals admitted to the School of Education associate degree program are required to successfully complete all remedial course work as indicated by placement examinations.

**Praxis I**

Candidates must also pass the reading and writing section of Praxis I in accordance with other requirements of STEP TWO on page 177 in this *Campus Bulletin*.

**BACHELOR'S DEGREE PROGRAMS****ADMISSION****To IU SOUTH BEND**

Individuals must first be admitted to IU South Bend to be eligible to register for classes. To learn more about admission requirements at IU South Bend visit the Internet site, [www.iusb.edu/~admissio](http://www.iusb.edu/~admissio), or contact the Office of Admissions. For questions regarding undergraduate programs or campus visitations, contact the Office of Admissions at (574) 520-4839. If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Office of Disabled Student Services at (574) 520-4832.

Freshmen who apply to the School of Education must plan to attend a new student orientation to obtain information about policies and procedures and specific classes. Candidates who are admitted after new student orientation must schedule an appointment to meet individually with an academic advisor. In addition to the requirements outlined by the candidate's advisor, all freshmen must complete EDUC-F 100 Introduction to Teaching during one of their first two semesters in the School of Education.

**FROM OTHER SCHOOLS WITHIN INDIANA UNIVERSITY AS WELL AS OTHER EDUCATIONAL INSTITUTIONS**

Candidates, other than freshmen, registered in any other academic program of Indiana University or another educational institution, may apply for permission to transfer to the School of Education provided they are in good standing, have a minimum average of C (2.0 on a 4.0 scale), and have made arrangements to complete the specific courses required by the School of Education. All candidates are assessed according to the unit assessment system.

**THE UNDERGRADUATE UNIT ASSESSMENT SYSTEM****STEP ONE AND STEP TWO**

There are two steps, including courses and standardized tests, that candidates must successfully complete prior to CHECKPOINT ONE in their programs.

**STEP ONE—EDUCATION COURSES AND PRAXIS I**

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

**Education Courses**

Satisfactory completion of the following courses:

EDUC-F	100 Introduction to Teaching (1 cr.)
EDUC-K	200 Introductory Practicum in Special Education (0 cr.)
EDUC-K	205 Introduction to Exceptional Children
EDUC-P	250 Educational Psychology
EDUC-W	200 Using Computers in Education

**Praxis I: Preprofessional Skills Tests**

The Praxis I: Preprofessional Skills Tests in Reading, Writing, and Mathematics are required for all education majors pursuing a Bachelor of Science degree. Education candidates pursuing an Associate of Science degree must successfully complete the Praxis I: Preprofessional Skills Tests in Reading and Writing. The Praxis I assesses basic skills in mathematics, reading, and writing. Candidates must pass all three parts of the test. The passing of the Praxis I and completion of EDUC-P 250 Educational Psychology are the minimum prerequisites for every education course except EDUC-F 100 Introduction to Teaching, EDUC-K 200 Introductory Practicum in Special Education, EDUC-K 205 Introduction to Exceptional Children, and EDUC-W 200 Using Computers in Education.

Candidates are allowed to take the Praxis I test as many times as needed to obtain passing scores. Once a part of the Praxis I is passed, it need not be retaken. For example, a candidate who passes the reading and writing portions of the Praxis I, but not the mathematics portion, does not have to retake the reading and writing portion of the test; the candidate must only register to retake the mathematics portion.

Specific dates of the Praxis I and registration deadlines are to be found online at [www.ets.org/praxis](http://www.ets.org/praxis). The registration deadline for the examination is usually four to five weeks in advance of the test. It can take up to six weeks for test results to be posted; candidates must plan ahead to meet deadlines.

**PRAXIS I PASSING SCORES**

Mathematics	175 or above
Reading	176 or above
Writing	172 or above

The Praxis I must be taken and passed before candidates may proceed to STEP TWO.

Candidates should be sure to take the appropriate section of EDUC-W 200 Using Computers in Education. Some sections are for elementary education, others are for secondary education.

To enroll and take EDUC-W 200 Using Computers in Education, candidates must either pass CSCI-A 106 Introduction to Computing offered by the Department of Computer and Information Sciences at IU South Bend, or pass (with a score of 50+) the College-Level Examination



Program (CLEP) test entitled Information Systems and Computer Applications. Currently, candidates may take the CLEP test at Bethel College, Goshen College, or at Ivy Tech Community College.

EDUC-K 200 Introductory Practicum in Special Education and EDUC-K 205 Introduction to Exceptional Children require approximately 20 hours of observation in area schools and agencies working with exceptional needs learners and arranged on the candidate's own time.

## STEP TWO—EDUCATION COURSES

Intermediate foundations and general methods courses are taken in STEP TWO. These classes enhance candidates' professional and pedagogical knowledge. All classes in STEP TWO require the prerequisites of passing EDUC-P 250 Educational Psychology with a C or higher, and passing all three portions of the Praxis I. These prerequisites *must* be completed before taking the following courses:

EDUC-H 340 Education and American Culture

This course focuses on the social foundations of American education and on diversity issues.

**NOTE: ALL CANDIDATES ARE STRONGLY ENCOURAGED TO TAKE EDUC-F 201 EXPLORING THE PERSONAL DEMANDS OF TEACHING: LABORATORY EXPERIENCE, EDUC-F 202 EXPLORING THE PERSONAL DEMANDS OF TEACHING: FIELD EXPERIENCE, AND GENERAL METHODS COURSES (EDUC-M 311 GENERAL METHODS FOR KINDERGARTEN/ELEMENTARY TEACHERS, EDUC-R 301 AUDIOVISUAL-PRODUCTION OF MATERIALS, OR EDUC-M 314 GENERAL METHODS FOR SENIOR HIGH/JUNIOR HIGH/MIDDLE SCHOOL TEACHERS, EDUC-R 301 AUDIOVISUAL-PRODUCTION OF MATERIALS) TOGETHER. WHAT YOU LEARN IN ONE COURSE COMPLEMENTS THE OTHER.**

EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)

EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)

The 2 credit hour portion of EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience is a small class (about 14 candidates) in which candidates learn and practice interpersonal communication skills and other important skills for teaching. The 1 credit hour field experience, EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience, requires 30 hours in a P-12 school setting outside of class and includes observation and teaching three lessons. This field experience is almost always assigned in either South Bend or Elkhart schools so candidates have a field experience with diverse students. Both classes are graded Pass/Fail.

Professional dispositions are assessed in EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience and EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience. Candidates must demonstrate professional dispositions in order to meet the standards assessed at CHECKPOINT ONE.

## Elementary Education Methods Courses

EDUC-M 311 General Methods for Kindergarten/Elementary Teachers

EDUC-R 301 Audiovisual-Production of Materials (0 cr.)

EDUC-M 311 General Methods for Kindergarten/Elementary Teachers addresses both general teaching issues for preschool and elementary teachers and instruction issues such as objectives, lesson plans, instructional strategies, questioning, and assessment. Candidates may do several microteaching lessons in which they plan, teach, and reflect upon a short lesson either with peers or with K-6 students. EDUC-R 301 Audiovisual-Production of Materials involves several required workshops in the Learning Resource Center that may occur outside of class time and produce several work samples of instructional materials that will likely be incorporated in EDUC-M 311 General Methods for Kindergarten/Elementary Teachers.

## Secondary Education Methods Courses

EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers

EDUC-R 301 Audiovisual-Production of Materials (0 cr.)

EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers addresses both general teaching issues for middle school and high school teachers and instruction issues such as objectives, lesson plans, instructional strategies, questioning, and assessment. Candidates may do several microteaching lessons in which they plan, teach, and reflect upon a short lesson either with peers or with students in grades 5-12. EDUC-R 301 Audiovisual-Production of Materials involves several required workshops in the Learning Resource Center that may occur outside of class time and produce several work samples of instructional materials that will likely be incorporated in EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers.

Secondary majors should be aware that there *may* only be *one* section of EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers offered each fall and spring semester. Please be flexible with your schedule and plan carefully.



## CHECKPOINT ONE:

### ADMISSION TO TEACHER EDUCATION PROGRAM

As candidates approach the end of their education foundations courses and CHECKPOINT ONE, they must file a separate application for admission to the Teacher Education Program (TEP). These applications are available through the Student Services Office in Greenlawn Hall 120. In addition to the following academic requirements, CHECKPOINT ONE assessments involve a review of various documents designated in the unit assessment system. These documents may be reviewed by faculty to determine if each candidate meets the standards necessary to proceed in their program. The following academic standards must also be met:

- A 2.5 overall Indiana University GPA.
- Completion of ENG-W 131 Elementary Composition and SPCH-S 121 Public Speaking with at least a C in each course. Correspondence credit is not accepted for these courses.
- Completion of at least 26 credit hours of general education courses. See your advisor to select courses that meet your program requirements.
- Completion of the designated education foundation courses (19 cr.) with a C or higher in each course. See advisor for list of designated courses.
- Successful completion of the Praxis I examination.
- (Secondary) Complete a minimum of 12 credit hours in a major with at least a 2.5 major area GPA.
- (Elementary) Successful completion of the following:
  - BIOL-T 100 Biology for Elementary Teachers
  - ENG-G 205 Introduction to the English Language
  - ENG-L 390 Children's Literature
  - MATH-T 101 Mathematics for Elementary Teachers I (with a grade of at least C)
  - MATH-T 102 Mathematics for Elementary Teachers II (with a grade of at least C)
  - Other prerequisites for Block I (see advisor)

### APPLICATION FOR STUDENT TEACHING PLACEMENT

#### STUDENT TEACHING ELIGIBILITY REQUIREMENTS

Please check the School of Education Web site for the current eligibility policy.

Prior to beginning student teaching and practica, undergraduate and graduate certification candidates must:

1. Be admitted to the Teacher Education Program.
2. Complete all required courses for their specific degree program with grades posted on the transcript which meet the following standards:
  - a. A minimum overall GPA of 2.5
  - b. A minimum GPA in professional education courses of 2.5 with no grade in these courses less than C (2.0)
3. Meet the following requirements for specific program or major areas:

- a. Elementary education candidates must achieve a minimum GPA of 2.0 in each of the following general education areas: fine arts, language arts, mathematics, science, and social studies. In addition, candidates must obtain a grade of C (2.0) in the following courses:

ENG-W	131	Elementary Composition
MATH-T	101	Mathematics for Elementary Teachers I
MATH-T	102	Mathematics for Elementary Teachers II
MATH-T	103	Mathematics for Elementary Teachers III
SPCH-S	121	Public Speaking

- b. Secondary education majors and secondary graduate certification candidates must attain a minimum overall GPA of 2.5 in education or content courses with all grades of at least a C (2.0)

4. Complete all courses with I (Incomplete) prior to beginning the student teaching experience. Course grades must meet the above standards.
5. Complete all correspondence courses with grades meeting the above standards posted on the candidate's transcript prior to beginning the candidate teaching experience. Correspondence courses must be completed by the last week of July if candidates applied to student teach in the fall semester and by the last week in November if candidates applied to student teach in the spring semester.
6. Attend an informational session explaining eligibility requirements and the application process for student teaching and practica. Notification of these sessions is made via e-mail to candidates.
7. Submit, after attending one of the informational sessions, a student teaching application along with a one page statement of educational philosophy and a one page statement elaborating on personal qualifications to the director of student teaching. This packet must be submitted by the deadline posted on the student teaching bulletin board in the south hall of Greenlawn Hall. This deadline is in early December of the academic year prior to the student teaching semester. For example, candidates planning to student teach during the fall 2008 or spring 2009 semester must submit applications by the end of the fall 2007 semester. *Late applications are considered on a case-by-case basis if accompanied by a letter of explanation; however, student teaching placements are not guaranteed for late applicants.*
8. Provide, along with the application, the names of two IU South Bend full-time faculty, at least one of whom is from the School of Education, who can be contacted for recommendations. Prior to requesting student teaching placements, a list of candidates applying to student teach is circulated to the faculty for review. Positive evaluations are required for placement.
9. Candidates must provide evidence of successful completion of a certified course in first aid and in CPR.
10. Attend a student teaching orientation session within the first two weeks of August for fall student teachers and

within the first two weeks of December for spring student teachers. Candidates are notified by letter of these scheduled sessions.

11. Meet with academic advisors to be sure all course requirements are completed prior to student teaching. If it is determined that a candidate has not met program requirements, the candidate may be removed at any time from the student teaching or practicum experience. A student teaching placement is not a guarantee that requirements have been met, nor is the process of determining eligibility to be considered a substitute for meeting with an advisor. *Candidates found ineligible for student teaching or practica because they did not meet the above criteria may appeal these decisions in writing directly to the dean of the School of Education.*
12. Candidates are allowed to state preferences for student teaching placements, but the first priority is to place according to availability of qualified classroom supervising teachers. The following restrictions apply to student teaching placements. Candidates may not student teach at schools (and in some instances in school corporations):
  - a. beyond a 20 mile radius of IU South Bend;
  - b. where they have been employed; however, candidates may student teach where they have been substitute teachers;
  - c. where they have been school board members or are related to a school board member;
  - d. out-of-state, except in certain school districts in southern Michigan which have a contractual agreement with Indiana University;
  - e. attended by their children or where a relative is employed. If a relative is employed in a central administrative position, candidates may not be allowed to student teach in the school corporation; and
  - f. where they have attended school.

It is the candidate's responsibility to complete forms accurately. If it is discovered that a candidate did not provide accurate information and is placed in a school where one of the above limitations applies, the individual may be removed from the student teaching assignment.

To ensure that the student teaching office has accurate information, candidates must notify the director of student teaching via e-mail if any changes (name, address, phone number, etc.) occur between the time of application and the start of student teaching.

## **CHECKPOINT TWO:**

### **ADMISSION TO STUDENT TEACHING**

After applying for a student teaching placement and upon completion of the appropriate course work, candidates are assessed at CHECKPOINT TWO. The CHECKPOINT TWO assessments also involve a review of various documents and artifacts designated in the unit assessment system. Candidate artifacts are reviewed by faculty to determine if each individual meets the standards necessary to proceed in their program. Candidate dispositions are also assessed.

## **APPLICATION FOR GRADUATION**

Resident candidates must file an application for graduation with the Office of Education Student Services during the term in which they complete the requirements for their degree. Candidates completing work for degrees in the School of Education in absentia must notify the advising office of the School of Education at least two months prior to the time the degree is granted. Candidates who are not in the School of Education must obtain an application from the dean of the school in which they are enrolled. No education degrees are conferred nor teaching licenses recommended, without the candidate's successful completion of all certification requirements, including satisfactory performance in student teaching.

## **PRAXIS II SCORES**

Secondary majors must submit passing scores on Praxis II exams before they are allowed to pass CHECKPOINT TWO and begin their student teaching experience.

## **CHECKPOINT THREE:**

### **COMPLETION OF STUDENT TEACHING**

The CHECKPOINT THREE assessments also involve a review of various documents and artifacts designated in the unit assessment system. Candidate artifacts are reviewed by faculty to determine if each candidate meets the standards necessary to be recommended for graduation and licensure.

## **PRAXIS II—ELEMENTARY AND MILD INTERVENTIONS**

To complete requirements for CHECKPOINT THREE and certification requirements for the state of Indiana, elementary majors and candidates completing requirements for the mild interventions certification must earn passing scores on the appropriate Praxis II exams. Candidates must submit their Praxis II score report with passing scores before they can be recommended for certification.

## **RECOMMENDATION FOR CERTIFICATION**

The application for teaching certification in the state of Indiana is available at the Office of Education Student Services and must be returned to the certification officer before it is submitted to the Indiana Division of Professional Standards.

Only candidates completing a teacher preparation academic program through the School of Education at IU South Bend may be initially recommended by IU South Bend for certification in the state of Indiana.

## UNDERGRADUATE DEGREES IN OTHER ACADEMIC PROGRAMS

A candidate may secure a secondary teacher license while working for a bachelor's degree in the College of Liberal Arts and Sciences. Such candidates must be admitted to a Teacher Education Program; must meet the general education, professional education, and subject-matter course requirements in the area in which they wish to be certified; and must have completed a minimum of 124 credit hours. Certification candidates from other academic programs must make an appointment with the education undergraduate advisor to discuss their certification requirements. They must also receive satisfactory evaluations at all checkpoints.

### ISSUES RESOLUTIONS

Issues Resolutions is a process followed when a candidate has a concern that cannot be resolved at a meeting with the appropriate professional in the School of Education. If a candidate has a concern about a class or instruction, advising, or a School of Education policy, the candidate should meet individually to discuss the concern in an attempt to resolve it in a satisfactory manner. If the issue/concern is not resolved by the end of the meeting, the candidate should be advised that he/she can follow a process to seek resolution at other levels. The candidate should ask for an Issues Resolution form and cover sheet from the Office of Education Student Services. The candidate should follow the directions on the cover sheet. All steps should be documented. Certain issues follow university policies. For example, any grade grievances follow IU South Bend procedures.

### LIVETEXT

LiveText is a Web-based set of tools that the School of Education requires all candidates in licensure or degree programs to purchase. Candidates must purchase an individual account. LiveText allows instructors to manage assignments and artifacts. In certain classes, specific artifacts must be posted and shared as part of the unit assessment system. The School of Education maintains a bulletin board with information about LiveText near Greenlawn Hall 132.

### PLAGIARISM

Plagiarism is a serious infraction. All procedures in the *Code of Student Rights, Responsibilities, and Conduct* are followed in all cases of plagiarism.

### PASS/FAIL GRADES

A Pass/Fail grade has no grade point average and is not converted to a grade at a later point in time on the transcript.

### REMOVAL OF STUDENT TEACHERS FROM PRACTICUM OR INTERNSHIPS

In conjunction with the supervising classroom teacher and university supervisor, the director of student teaching determines if a candidate should be removed from a student

teaching placement. The director of student teaching notifies the candidate, school, and school corporation. When a student teacher is removed from a placement, the reasons are explained in writing. If the candidate wishes to attempt a second placement, the candidate is required to develop and satisfactorily complete a professional improvement plan before he/she is assigned a second placement. The professional development plan is a written document created collaboratively between the student teacher and the director of student teaching. The program coordinator is involved as needed and must sign the plan. The director of student teaching may enlist the assistance of the program coordinator, dean, or a designee in determining if the student teacher's progress is satisfactory and warrants a second placement. Written professional development plans must adequately address all areas of concern and be aligned with IU South Bend standards. The director of student teaching determines if the candidate is to receive an Incomplete or Fail for the semester according to grading policies, or if the candidate is to withdraw from the course.

Candidates are only provided two opportunities for successful placements. In most cases, the second placement is in the next spring or fall semester following the semester in which the candidate is withdrawn from the first placement.

## STUDENT SERVICES

### ACADEMIC ADVISING AND PROGRAM PLANNING

Academic advising is available from the Office of Education Student Services in Greenlawn Hall 120. Many advising options are available to education majors. Individual appointments may be made with advisors, group sessions are held as scheduled, and many materials are available on the Internet at [www.iusb.edu/~edud](http://www.iusb.edu/~edud). Candidates are strongly encouraged to meet with advisors frequently because programs are complex and subject to change. Entering candidates must attend a group or individual orientation session before they are allowed to register for classes. Candidates in another academic program who wish to seek teacher certification must meet with an advisor in Greenlawn Hall 120.

### PLACEMENT SERVICES

The Office of Education Student Services of IU South Bend operates within the framework of the Education Placement Office of Indiana University Bloomington.

Complete placement papers are an essential part of any successful job search. Candidates are advised to complete their placement dossier during their senior year so the file is available upon request at graduation.

Personnel in the Office of Education Student Services advise candidates concerning the subject area concentrations most in demand by employers and serve as contact persons for employers, candidates, and alumni seeking positions in education. Placement advisors also assist candidates in preparing resumes, interviewing, and conducting successful job campaigns.

Although there is no charge for compiling, registering, or updating credentials, a nominal fee is required to activate credentials in each single placement year, which begins on October 1 and ends on September 30.

Payment of the activation fee gives the registrant access to periodic lists of vacancies reported to the Bloomington Education Placement Office and entitles the candidate to three sets of credentials mailed in support of applications for employment. An additional fee is charged for each set of credentials in excess of the original three.

Credentials can be transmitted by the registrant by written request to the Education Placement Office. Credentials are also sent upon the written request of employers or the candidate's faculty advisors. Only the registrant, however, can authorize the release of credentials in excess of the initial three sets.

Interviews with employers are arranged at IU South Bend each spring. Local school corporations, within a 60-mile radius, are invited to interview with graduating seniors and certification students. IU South Bend candidates may also participate in interviews at the Bloomington campus with school corporations from all over the country.

The Office of Education Student Services posts listings of job vacancies on the job board. Candidates are also eligible to receive a weekly national listing compiled by the Bloomington campus. Candidates may be contacted by the office about vacancies, and vacancy listings are also on file in the Office of Education Student Services.

Education candidates are encouraged to seek placement information and service from the IU South Bend Career Services Office, located in the Administration Building, for information outside the field of education.

## PROFESSIONAL STUDENT EDUCATION ORGANIZATIONS

### STUDENT EDUCATION ASSOCIATION

The Student Education Association (S.E.A.) is affiliated with the Indiana Student Education Association (ISEA) and the National Education Association (NEA). The S.E.A. is the campus organization that provides opportunities for the professional growth of School of Education candidates and all members by participating in professional activities sponsored by the S.E.A. Membership entitles the candidate to scholarships, liability insurance during student teaching, opportunities to become a voice in the ISEA/ISTA and NEA meetings to help bring changes to education, and a year's subscription to *The Advocate* and *NEA Today*. For further information contact advisors or the School of Education.

### STUDENT COUNCIL FOR EXCEPTIONAL CHILDREN

The Student Council for Exceptional Children (SCEC) is devoted to the improvement of the education of all exceptional children—handicapped and gifted. Founded in 1922, SCEC has a membership composed of administrators,

teachers, therapists, clinicians, candidates, and other people concerned with the education of exceptional children and youth. The Student Council for Exceptional Children is composed of candidates from across the United States. It serves the educational community through publications, special conferences, conventions, personnel recruitment and employment services, and legislative activities. Applications may be obtained from Greenlawn Hall 131. The chapter meets regularly and welcomes new members who wish to be involved in the education of exceptional children.



## ACADEMIC POLICIES

### CLINICAL AND FIELD EXPERIENCE

In accordance with teacher certification requirements for the state of Indiana, all candidates in education must complete an established series of laboratory, field, practicum, and student teaching experiences. Field and clinical experiences are designed to provide teacher education candidates experiences with diverse students in diverse school settings.

Field experiences begin with introductory courses in education and continue throughout the undergraduate series of professional courses. Supervised experiences are provided in selected elementary, junior high/middle school, high school, and special educational settings. These field experiences require time spent in the public schools during the usual daytime school hours. A fee is assessed for each of these formal experiences. Candidates may be required to complete a criminal history check prior to beginning field work.

### CORRESPONDENCE COURSES

With the permission of an advisor in the School of Education Office of Education Student Services, candidates enrolled in regular course work may take correspondence work. Candidates are not granted credit toward the degree Bachelor of Science in Education for more than 18 credit hours of work taken in correspondence courses.

For secondary education majors a maximum of 9 credit hours in a content area may be taken by correspondence to count toward a secondary education teaching license. No education course may be taken through correspondence. MATH-T 101 Mathematics for Elementary Teachers I, MATH-T 102 Mathematics for Elementary Teachers II, and MATH-T 103 Mathematics for Elementary Teachers III may not be taken through correspondence. For further information, candidates should consult the Indiana University Independent Study Program catalog of courses.

All correspondence courses must be completed with a grade recorded at the Office of Education Student Services before the candidate is allowed to student teach.

### **TRANSFER CREDIT**

Candidates who transfer from other programs and/or schools must meet with an advisor who determines whether prior courses meet the requirements of their desired program. Candidates who transfer may not be able to complete the program in the usual number of hours and semesters.

### **PASS/FAIL OPTION**

The general regulations for this option apply in the School of Education. A candidate preparing for early adolescent/young adults may elect to receive a Pass/Fail rating in classes to fulfill general education requirements, providing they are not in the major teaching areas or part of the requirements in professional education. A candidate preparing for elementary education may elect to receive a Pass/Fail rating in courses taken as electives. The request for a Pass/Fail option must be completed during the first three weeks of fall and spring semesters, and during the first two weeks of a summer session by processing the prescribed request in the Office of Education Student Services. This election is not reversible. The limitation on Pass/Fail options described on page 30 of this *Campus Bulletin* apply.

### **PROFESSIONAL CONDUCT AND LETTERS OF CONCERN**

In addition to academic performance, IU South Bend's teacher certification candidates are evaluated on the basis of their professional conduct, dispositions, and teaching performance. It is particularly important that IU South Bend education candidates demonstrate professional behavior and dispositions in host schools, since they represent the university. Improper conduct on their part can adversely affect the lives of children. Unsatisfactory professional conduct or performance on the part of an IU South Bend education candidate, whether on campus or in host schools, may result in that candidate's separation from the Teacher Education Program.

The process by which unprofessional performance or concerns regarding dispositions are evaluated is the Letter of Concern. The letter may be used by any professional connected with the Teacher Education Program to identify a candidate in the program whose professional performance or approach is questionable.

Because grades reflect the candidate's academic performance, this letter is *not* used to report academic problems. Rather, it is used when there is a strong concern about a candidate's ability to become a professional educator. For example, a candidate may exhibit a genuine dislike for children, frequently miss class or be tardy, or have behaviors that would seem inconsistent with the requirements of the education profession.

The intent of this system is to add professional judgement to the teacher education process. When a Letter of Concern is filed, the candidate, the dean, and the advising office receives copies. Confirmation of this notification is sent to the person who filed the Letter of Concern. Except in very serious situations, two Letters of Concern must be received before a candidate's case is reviewed by the dean, an advisor, and a faculty member. It is assumed corrective action will be taken and candidate performance will be monitored. Such a review can result in termination of the candidate's involvement in the program. Further information on Letters of Concern can be found in the undergraduate handbook.

## **PROBATION, DISMISSAL, AND REINSTATEMENT**

Candidates may be placed on probation or be dismissed at any point in the program when the academic criteria for preeducation majors and for the Teacher Education Program as outlined in the following sections are not met.

If candidates do not meet the required standards and are not allowed to proceed in the program, efforts are made to assist candidates with corrective plans.

### **PROBATION, DISMISSAL, AND REINSTATEMENT PREEDUCATION MAJORS— PRIOR TO CHECKPOINT ONE— ADMISSION TO TEACHER EDUCATION PROGRAM**

#### ***Probation and Dismissal***

A 2.0 GPA (C) is the minimum acceptable standard of performance for candidates at any campus of Indiana University. Candidates whose cumulative grade point average falls below 2.0 must recognize that they are not making satisfactory progress toward a degree, are not in good standing, and are in danger of being dismissed from Indiana University (all of the Indiana University campuses).

Candidates are on probation for the duration of the next regular semester following the one in which they fail to attain a 2.0 cumulative GPA. Candidates placed on probation must meet with an academic advisor and submit a plan for academic improvement. They are also placed on checklist and require the academic advisor's approval prior to preregistration for the following semester. Candidates on academic probation must obtain at least a 2.0 semester GPA in each semester in which they remain on academic probation. Those who fail to do so are dismissed from the university.

***Appeal and Readmission***

A candidate may follow the issues resolution process to be readmitted to the school. Once dismissed, the candidate must wait for at least one fall or spring semester before applying to the Curriculum and Standards Committee of the School of Education for readmission. The deadlines for submitting the issues resolution form to the Office of Education Student Services for the Curriculum and Standards Committee are as follows:

- October 1                      Spring semester
- June 1                              Fall semester
- March 1                              Summer sessions

If the candidate is readmitted to the School of Education, an academic contract with the academic advisor must be signed. If the candidate does not meet the terms of the contract, dismissal from the School of Education results.

**PROBATION, DISMISSAL, AND REINSTATEMENT—  
TEACHER EDUCATION PROGRAM*****Probation and Dismissal***

Candidates admitted to the Teacher Education Program (TEP) are on probation for the duration of the next regular semester or summer session following the one in which they fail to attain a 2.5 cumulative GPA. Candidates then need to obtain at least a 2.5 semester GPA the following semester, or risk dismissal from the school. If the cumulative GPA is below 2.5 for two successive semesters, candidates are required to make an appointment with their academic advisor to sign an academic contract. They are also placed on checklist and require the academic advisor's approval for registration in all classes. They are not allowed to preregister for any classes. If candidates do not meet the terms of the academic contract, they are dismissed from the School of Education.

In the case of serious illness or other extenuating circumstances, candidates are allowed to present pertinent information to the Office of Education Student Services and/or the dean of the School of Education. The above regulations may then be waived if conditions warrant.

***Appeal and Readmission***

Candidates may petition for readmission to the school by using the petition form. Once dismissed, the candidate must wait for at least one semester before applying to the Curriculum and Standards Committee of the School of Education for readmission. Deadlines for submitting the petition form to the Office of Education Student Services for the Curriculum and Standards Committee are:

- October 1                      Spring semester
- June 1                              Fall semester
- March 1                              Summer sessions

If the candidate is readmitted to the Teacher Education Program, an academic contract with the academic advisor must be signed. If the candidate does not meet the terms of the contract, dismissal from the School of Education results.

Candidates who are dismissed from the Teacher Education Program, but are still in good standing with the university, may transfer to another academic program. They may not resume preeducation major status. If they choose to major in the education associate degree program, they are checklisted and allowed to enroll in courses to complete that degree only.

**ACADEMIC HONORS**

Among the honors in the School of Education are the Dean's List, posted every semester, which is composed of candidates who have earned high academic honors. There are also honors bestowed at the graduation ceremony. Please refer to the Dean's List in the Academic Regulations and Policies section of this *Campus Bulletin*.

***Bachelor of Science in Education with Distinction***

The School of Education recognizes high cumulative grade point averages with designations of distinction, high distinction, and highest distinction. To be eligible, a candidate must:

- Earn a minimum grade point average of 3.65 for distinction, a minimum grade point average of 3.8 for high distinction, and a minimum grade point average of 3.9 for highest distinction in all work taken toward the degree Bachelor of Science in Education.
- Be in the top 10 percent of the education graduating class.
- Have completed 60 credit hours at Indiana University.



## PROGRAM DESCRIPTIONS

**NOTICE:** The following program descriptions are written under the guidelines of the Rules 2002 Teacher Education and Certification Handbook, which went into effect in July 2002. Programs may be altered by the School of Education at IU South Bend in response to changes mandated by the Indiana Professional Standards Board, the Indiana University Education Council, or to increase the effectiveness of the program. Every effort is made to ease any transition between changing requirements so as not to jeopardize the progress of the matriculated candidate. Candidates are advised to confer with the staff of the Office of Education Student Services concerning current educational requirements.

### PROGRAM DESCRIPTIONS

All programs offered by the School of Education are dynamic and change as necessary to meet new standards and other requirements. Candidates must meet with advisors on a regular basis to be sure they are fulfilling the most current program requirements.

### ASSOCIATE OF SCIENCE IN EARLY CHILDHOOD EDUCATION

A minimum of 62 credit hours is required for graduation. A minimum overall GPA of 2.0 and not less than a 2.0 in each education course must be earned for retention and graduation in the Early Childhood Education program. With early advising it is possible to complete the Bachelor of Science in Elementary Education in two additional years after the completion of the associate degree. An overall GPA of 2.5 is required to be admitted to the Teacher Education Program and to go on for the Bachelor of Science in Elementary Education. Candidates should meet with advisors to determine program requirements.




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## BACHELOR OF SCIENCE IN EDUCATION

### SPECIFIC DEGREE REQUIREMENTS

The specific requirements for the Bachelor of Science in Education degree are as follows:

1. Successful completion of all steps and checkpoints.
2. The completion of a total of 124-130 credit hours of academic credit including 35 credit hours of courses at the junior and senior level (courses numbered higher than 299) and at least 30 of the last 60 credit hours of work in residence at IU South Bend. These 30 credit hours, with rare exception, include student teaching and methods course(s) in the major teaching areas. Candidates also must take some of the work in the major area at IU South Bend unless they are transfer candidates from an Indiana University campus where a degree in the major is offered. In this case, the requirement of some work in the major area at IU South Bend may be waived, if appropriate. The 30 credit hours must include either one 12 credit hour semester, or two 6 credit hour summer sessions.
3. The completion of all required work in professional education courses and all of the general education and subject matter courses required for recommendation by IU South Bend for a teacher's license.
4. Grades:
  - a. Attain a minimum overall GPA of 2.5.
  - b. Attain an overall GPA of 2.5 in professional education courses and not less than a 2.0 in each course.
  - c. (For all elementary education majors) Achieve a minimum GPA of 2.0 in each of the following subject areas: mathematics, science, social studies, language arts, and fine arts.
  - d. (For all secondary education majors) Achieve a minimum GPA of 2.5 in content courses, with no grade below C (2.0) in any content courses.

### SUGGESTED COURSE OF STUDY

In order to make timely progress toward completing the teacher training program, candidates should make every attempt to follow the current program sheets available in the Office of Education Student Services, Greenlawn Hall 120.

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## BACHELOR OF SCIENCE IN EDUCATION ELEMENTARY EDUCATION

All programs in the School of Education are under revision. Students must meet with an academic advisor to determine current requirements.

### PROGRAM REQUIREMENTS

The program has several distinct elements:

- A recommended sequence of general education
- A professional education component
- Student teaching or other supervised practicum experience



## GENERAL EDUCATION

General education refers to courses and other experiences that lay the foundation for IU South Bend's Teacher Education Program. There is a focus on building skills in written and oral communication, information technology, inquiry, science, literature, quantitative reasoning, and both global and democratic perspectives.

The general education requirements for elementary education and early childhood education define the strong generalist preparation that is imperative for elementary teachers and early childhood educators.

Candidates are encouraged to complete a program of general education by enrolling in courses designated for education majors whenever they are available. In particular, candidates are urged to follow the general education template for the first 30 credit hours of their program. The sequence has been planned to provide the strongest foundation in learning and to build the most powerful connections between the content of the individual courses.

## PROFESSIONAL EDUCATION

The professional education component of the Teacher Education Program develops the knowledge, disposition, and skills required for entry to the teaching profession. Some courses focus on knowledge, dispositions, and skills that underlie all teacher education regardless of the developmental focus. Other courses and field experiences focus on what it takes to promote effective teaching and learning at a particular developmental level or in a particular school setting. At IU South Bend, the professional education component (72 credit hours) is not a collection of isolated courses, but rather a carefully articulated program of study. Courses are taken in a prescribed order. Some must be taken in blocks.

## STUDENT TEACHING

The 12 credit hours of student teaching and the accompanying integrated seminar represents the culminating experience in the Teacher Education Program. By assuming full responsibility for a class of students, candidates demonstrate their achievement of standards, and reflect both on student learning and on their own effectiveness as teachers.

At IU South Bend, most candidates are prepared to teach at two developmental levels and can expect to complete two separate student teaching assignments. Student teaching takes one full semester.

## ADDITIONAL LICENSES

Elementary education majors may also complete the requirements for licenses in reading, English as a new language, and mild interventions (special education).

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## BACHELOR OF SCIENCE IN EDUCATION SECONDARY EDUCATION

The IU South Bend School of Education offers several programs in secondary education. Successful secondary education graduates are licensed in one or more content areas for both the *middle school and high school settings*. Each candidate's program is aligned with the developmental standards for both the early adolescence (middle school) and adolescent/young adult (high school) levels as defined by the Indiana Professional Standards Board. Candidates may select one or more of the following content areas:

- English/Language Arts
- Mathematics
- Science (candidate selects one or more areas from the following: life science, earth/space science, physical science, physics, or chemistry)
- Social Studies (candidate selects three areas from the following six options: historical perspectives, government and citizenship, geographical perspectives, economics, psychology, and sociology)
- World Language (French or Spanish)

Candidates may choose to add to any of the above content areas:

- English as a New Language
- Reading
- Special Education—Mild Interventions

A license in any of the areas listed above requires the completion of specified general education, professional education, and content courses for a minimum total of 124 credit hours for the Bachelor of Science degree. *Candidates are advised that there are very few elective courses in the secondary education programs and that early program selection and advising is important for timely graduation.* For specific courses and advising information, candidates must contact the Office of Education Student Services to speak with an undergraduate advisor. For general program information, candidates may also request to speak with the program director.

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## SPECIAL EDUCATION PROGRAM

All teacher education candidates seeking a teaching license in special education major in either elementary or secondary education and complete the requirements for licensure in their major area. Candidates also complete a series of courses for an additional license in mild interventions.

Mild interventions is the new term used by the state to license people to teach students with a variety of disabilities. In the past, teaching licenses were given according to specific disability categories; future licenses no longer specify disability categories.

The special education course sequence is designed to prepare teacher education candidates to work with students with special needs who participate in the general education curriculum and who require mild levels of support or mild interventions to be successful.

Teacher education candidates who complete the mild interventions license should be well prepared to work with a variety of students with special needs. This background, in combination with their elementary or secondary teaching credentials, will serve them well as they pursue future teaching opportunities.

## INDIANA LICENSE TYPES AND COVERAGE

IU South Bend's Teacher Education Program at both the graduate and undergraduate levels was developed to meet the license framework adopted by the Indiana Division of Professional Standards. The new framework establishes requirements not in terms of courses to be taken, but rather in terms of the standards that program graduates are expected to meet. The license framework addresses the principles set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC) and includes both content standards for different subjects and teaching areas, and developmental standards associated with particular educational settings (early childhood, elementary, middle school, high school).

IU South Bend offers programs leading to the following licenses:

### *Elementary*

- Preparation to teach kindergarten through sixth grades utilizing developmental standards: early childhood and middle childhood
- School settings: kindergarten, elementary primary, elementary intermediate
- Content standards: elementary, primary generalist and elementary, intermediate generalist

### *Secondary*

- Preparation to teach grades 5-12
- Developmental standards: early adolescence/adolescent, young adult
- School setting: middle school/junior high/high school
- Content standards: content area

### *Special Education*

- Preparation to teach either preschool through sixth grades or middle school/junior high/high school
- Developmental standards: early childhood and middle childhood or early adolescent and young adult
- School setting: kindergarten, elementary, primary and intermediate, or junior high/middle school/high school
- Content standards: teacher of students with exceptional needs

### *Reading*

- Preparation to teach reading at the elementary, middle school, or high school setting
- School setting: elementary primary, elementary intermediate, junior high/middle school and high school
- Content standards: reading

### *English as a New Language*

- Preparation to teach students who are learning English as a new language
- School setting: elementary primary, elementary intermediate, junior high/middle school, and high school
- Content standards: English as a New Language

### *Mild Intervention*

- Preparation to teach students with exceptionalities or disabilities in the general education curriculum
- School setting: elementary primary, elementary intermediate, junior high/middle school, and high school
- Content standards: Mild intervention

### *Other Content Areas*

- Programs are currently being developed to add content areas to a secondary license. See an advisor for specific course work.

Candidates who would like more information about IU South Bend's licensure programs may meet with any academic advisor in the Office of Education Student Services located in Greenlawn Hall 120. Candidates may call (574) 520-4845 to arrange for an individual advising appointment.

## OTHER CONCENTRATIONS

Other concentrations of course work may be available. See an advisor in the Office of Education Student Services for more information.



## HEALTH, PHYSICAL EDUCATION, AND RECREATION

Courses in Health, Physical Education, and Recreation (HPER) are available through IU South Bend in cooperation with various recreational agencies. The primary purpose of these courses is to enable candidates to value, strive toward, and enjoy optimum health and to gain basic knowledge and skills in a particular physical education area. Various courses may require a payment of additional fees, which are listed in the *Schedule of Classes*. There are no licensure nor degree programs available in HPER at IU South Bend.

Auditing of HPER courses is not permitted. HPER courses are administered through the School of Education. For more information, call the Office of Education Student Services.

# SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

**LEDA MCINTYRE HALL, ASSISTANT DEAN**

**OFFICE: WIEKAMP HALL 2237**

**TELEPHONE: (574) 520-4146**

**INTERNET ADDRESS: [www.iusb.edu/~sbspea](http://www.iusb.edu/~sbspea)**

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**ASSOCIATE PROFESSORS:** Hall, Peat, Singh  
**ASSISTANT PROFESSORS:** Candler, Sobolewski, Xu, Trottier  
**FACULTY EMERITI:** Hamburg, Herr, Hojnacki, Metzcus



The School of Public and Environmental Affairs (SPEA), at the undergraduate level, provides a liberal education with a professional orientation. The SPEA program at IU South Bend is part of the Indiana University systemwide School of Public and Environmental Affairs, the largest school of its kind in the United States.

The SPEA program represents a multi-disciplinary approach to education in the fields of public affairs and public service management. The academic program integrates the school's mission—providing relevant training, technical assistance, and other public service activities—with its obligation to undertake both basic and applied research. This unique approach provides students with the opportunity to learn in situations beyond, as well as within, the traditional classroom setting. Students are encouraged to assist in research projects, participate in public service efforts, and seek on-the-job training through internships and practicums.

## GENERAL INFORMATION

The School of Public and Environmental Affairs (SPEA) at IU South Bend offers a Bachelor of Science in Public Affairs, a Bachelor of Science in Criminal Justice, a Bachelor of Science in Health Services Management, and a Certificate in Public Affairs.

In the Bachelor of Science in Public Affairs degree program, students select one area of concentration from among two options: criminal justice and organizational leadership.

The Bachelor of Science in Public Affairs, the Bachelor of Science in Criminal Justice, and the Bachelor of Science in Health Services Management all require 120 credit hours, or the equivalent of four years for a student attending on a full-time basis.

Undergraduate courses are normally scheduled both during days and evenings and occasionally on weekends. Students should consult the regular *Schedule of Classes* published each semester to determine the exact time, place, and format of each class.

## ADMISSION

Admission to the school, and the regulations governing degree programs, are listed under Office of Admissions and Academic Regulations and Policies in this *Campus Bulletin*. Policies specific to SPEA follow:

### CONCENTRATION DECLARATION

The student must declare a concentration prior to the beginning of the sophomore or junior year and is expected to meet requirements for that concentration. Any student who has not selected a specific concentration is classified as a major in management and is expected to follow the requirements of that program.

### REQUIREMENTS FOR A DOUBLE CONCENTRATION

SPEA undergraduate students enrolled in the Bachelor of Science in Public Affairs program may pursue the completion of requirements in a second SPEA concentration. A double concentration requires that the student have at least five independent courses in each concentration.

### PASS/FAIL OPTION

SPEA students may elect to take one course each semester with a grade of P (Pass) or F (Fail), with a maximum of two such courses each school year, including summer sessions. No more than a total of eight courses taken under this option may be applied to graduation from the Bachelor of Science program. The Pass/Fail option is limited to electives.

### DEGREE APPLICATION

Candidates for graduation must file a formal application for the degree one semester prior to the semester in which they plan to graduate. The school is not responsible for the graduation of students who fail to meet this requirement.

## CREDIT DEADLINE

All credit of candidates for degrees, except that for the current semester, must be on record at least two months prior to the end of the semester in which the student expects to graduate.

## STUDENT ADVISING

Advising is provided to assist students in planning their academic programs. Staff advisors are available for freshmen. Sophomores, juniors, and seniors are assigned a faculty advisor.

## SECOND BACHELOR'S DEGREE REQUIREMENTS

Normally the holder of a bachelor's degree who wishes to pursue further education is encouraged to become qualified for admission to graduate study. In certain cases, however, a student may be admitted to candidacy for a second bachelor's degree. When such admission is granted, the candidate must earn at least 30 additional credit hours as a student enrolled in SPEA and meet all the requirements of the School of Public and Environmental Affairs.

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## BACHELOR OF SCIENCE IN PUBLIC AFFAIRS

Students are encouraged to develop a program in the area of public affairs that most interests them. The school offers a set of core courses that were developed as appropriate background for participation in public affairs. In addition, students are expected to select an area of public affairs concentration and a set of elective courses appropriate to their educational and career objectives.

Undergraduates with knowledge in a specific concentration area and a general background in public and environmental affairs may find entry-level employment in their field facilitated by the professional orientation provided in the SPEA program. The curriculum also provides background for advanced academic work in a professional area such as law, economics, city planning, or urban administration.

### GENERAL DEGREE REQUIREMENTS

The Bachelor of Science in Public Affairs is designed to provide the student with both a liberal education and a professional orientation toward a specific career. Students must complete a minimum of 120 credit hours in the four course work areas of general education, public affairs core, concentration, and electives. In addition to meeting the university requirements of a minimum 2.0 GPA, SPEA students must obtain a minimum 2.3 GPA for core and concentration courses.

### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

### CAMPUSWIDE CURRICULUM (33-39 CR.)

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

#### I. FUNDAMENTAL LITERACIES (13-19 CR.)

##### A. Writing

ENG-W 131 Elementary Composition

##### B. Critical Thinking

Select from approved course list, page 34

##### C. Oral Communication

SPCH-S 121 Public Speaking

##### D. Visual Literacy

Select from approved course list, page 35

##### E. Quantitative Reasoning

Select one of the following:

MATH-M 111 Mathematics in the World

MATH-M 118 Finite Mathematics

##### F. Information Literacy

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

##### G. Computer Literacy

Select from approved course list, page 35

#### II. COMMON CORE COURSES (12 CR.)

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

##### A. The Natural World

Select from approved course list, page 35

##### B. Human Behavior and Social Institutions

Select from approved course list, page 36

##### C. Literary and Intellectual Traditions

Select from approved course list, page 36

##### D. Art, Aesthetics, and Creativity

Select from approved course list, page 36

#### III. CONTEMPORARY SOCIAL VALUES (8 CR.)

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

##### A. Non-Western Cultures

Select from approved course list, page 36

##### B. Diversity in United States Society

Select from approved course list, page 37

##### C. Health and Wellness (2 cr.)

Select from approved course list, page 37

#### ADDITIONAL REQUIREMENTS (12 CR.)

ECON-E 103 Introduction to Microeconomics

ECON-E 104 Introduction to Macroeconomics

ENG-W 231 Professional Writing Skills

SPEA-K 300 Statistical Techniques

#### PUBLIC AFFAIRS CORE (21 CR.)

SPEA-V 170 Introduction to Public Affairs

SPEA-V 263 Public Management

SPEA-V 264 Urban Structure and Policy

SPEA-V 370 Research Methods and Statistical Modeling

SPEA-V 372 Financial Management and Budgeting

SPEA-V 376 Law and Public Policy

Select one of the following:

ECON-E308 Public Finance: Survey

SPEA-V 371 Financing Public Affairs

#### CONCENTRATIONS

##### Criminal Justice Concentration (21 cr.)

SPEA-J 101 The American Criminal Justice System

Select one of the following:

SPEA-J 301 Substantive Criminal Law

SPEA-J 306 The Criminal Courts

SPEA-J 321 American Law Enforcement

SPEA-J 331 Corrections

SPEA-J 439 Crime and Public Policy

Two additional courses with advisor approval

##### Organizational Leadership Concentration (21 cr.)

SPEA-V 373 Personnel Management in the Public Sector

Select one of the following:

SPEA-V 366 Managing Behavior in Public Organizations

BUS-Z 302 Managing and Behavior in Organizations

Five upper-level SPEA courses at the 300-400 level, with advisor approval

##### Experiential Recommendation

It is recommended that students engage in a practical experience related to public affairs, e.g., internship, work experience, or some other activity approved by an academic advisor.

##### Electives (26 cr.)

## BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

The Bachelor of Science in Criminal Justice requires 120 credit hours. The program includes four main areas: general education, electives, public affairs and policy, and criminal justice.

#### GENERAL EDUCATION

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

**CAMPUSWIDE CURRICULUM (33-39 CR.)**

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

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

ENG-W 131 Elementary Composition

**B. Critical Thinking**

Select from approved course list, page 34

**C. Oral Communication**

SPCH-S 121 Public Speaking

**D. Visual Literacy**

Select one of the following:

SPEA-V 465 Geographic Information Systems for  
Public and Environmental Affairs

Select from approved course list, page 35

**E. Quantitative Reasoning**

Select one of the following:

MATH-M 111 Mathematics in the World

MATH-M 118 Finite Mathematics

**F. Information Literacy**

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

**G. Computer Literacy**

Select from approved course list, page 35

**II. COMMON CORE COURSES (12 CR.)**

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

**A. The Natural World**

Select from approved course list, page 35

**B. Human Behavior and Social Institutions**

Select from approved course list, page 36

**C. Literary and Intellectual Traditions**

Select from approved course list, page 36

**D. Art, Aesthetics, and Creativity**

Select from approved course list, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Select from approved course list, page 37  
(sociology or psychology recommended)

**C. Health and Wellness (2 cr.)**

SPEA-H 120 Contemporary Health Issues

**ADDITIONAL REQUIREMENTS (18 CR.)**

ECON-E 104 Introduction to Macroeconomics

ENG-W 231 Professional Writing Skills

SPEA-K 300 Statistical Techniques

Three courses from sociology or psychology, with at least one 300-level class or above

**PUBLIC AFFAIRS CORE (12 CR.)**

SPEA-V 170 Introduction to Public Affairs

Select three of the following courses:

SPEA-V 252 Career Development

SPEA-V 263 Public Management

SPEA-V 264 Urban Structure and Policy

SPEA-V 372 Government Finance and Budgets

SPEA-V 376 Law and Public Policy

**CRIMINAL JUSTICE MAJOR (33 CR.)**

SPEA-J 101 The American Criminal Justice System

SPEA-J 201 Theoretical Foundations of Criminal  
Justice Policies

SPEA-J 202 Criminal Justice Data, Methods, and  
Resources

SPEA-J 301 Substantive Criminal Law

SPEA-J 306 The Criminal Courts

SPEA-J 321 American Law Enforcement

SPEA-J 331 Corrections

SPEA-J 439 Crime and Public Policy

Three additional criminal justice courses

**EXPERIENTIAL RECOMMENDATION**

It is recommended that students engage in a practical experience related to public affairs, e.g., internship, work experience, or some other activity approved by an academic advisor.

**ELECTIVES (17 CR.)**

Sufficient number to total a minimum of 120 credit hours

## BACHELOR OF SCIENCE IN HEALTH SERVICES MANAGEMENT

To enroll in the Bachelor of Science in Health Services Management (B.S.H.S.M.) program, students should have an associate degree. Health related experience or internship may also be required. Students may take courses leading to the B.S.H.S.M. degree while pursuing an associate degree.

**GENERAL EDUCATION**

For a more detailed description of the IU South Bend general education curriculum, including lists of approved courses, please see page 33 in this *Campus Bulletin*.

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

**CAMPUSWIDE CURRICULUM (33-39 CR.)**

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

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

ENG-W 131 Elementary Composition

**B. Critical Thinking**

Select from approved course list, page 34

**C. Oral Communication**

SPCH-S 121 Public Speaking

**D. Visual Literacy**

Select from approved course list, page 35

**E. Quantitative Reasoning**

Select one of the following:

MATH-M 111 Mathematics in the World

MATH-M 118 Finite Mathematics

**F. Information Literacy**

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

**G. Computer Literacy**

Select from approved course list, page 35

**II. COMMON CORE COURSES (12 CR.)**

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

**A. The Natural World**

Select from approved course list, page 35

**B. Human Behavior and Social Institutions**

Select from approved course list, page 36

**C. Literary and Intellectual Traditions**

Select from approved course list, page 36

**D. Art, Aesthetics, and Creativity**

Select from approved course list, page 36

**III. CONTEMPORARY SOCIAL VALUES (8 CR.)**

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

**A. Non-Western Cultures**

Select from approved course list, page 36

**B. Diversity in United States Society**

Select from approved course list, page 37

**C. Health and Wellness (2 cr.)**

Select from approved course list, page 37

**ADDITIONAL REQUIREMENTS (12 CR.)**

ECON-E 103 Introduction to Microeconomics

ECON-E 104 Introduction to Macroeconomics

ENG-W 231 Professional Writing Skills

SPEA-K 300 Statistical Techniques

**MANAGEMENT CORE (15 CR.)**

SPEA-H 320 Health Systems Administration

SPEA-V 170 Introduction to Public Affairs

SPEA-V 263 Public Management

SPEA-V 370 Research Methods and Statistical Modeling

SPEA-V 366 Managing Behavior in Public Organizations

BUS-Z 302 Managing and Behavior in Organizations (may be substituted for one of the above listed management core courses)

**HEALTH SERVICES MANAGEMENT CORE (30 CR.)**

BUS-K 201 Management Information Systems

SPEA-H 352 Health Finance and Budgeting

SPEA-H 354 Health Economics

SPEA-H 371 Human Resource Management in Health Care

SPEA-H 401 Strategic Planning for Health Care Organizations

SPEA-H 402 Hospital Administration

SPEA-H 411 Long-Term Care Administration

SPEA-H 474 Health Administration Seminar

SPEA-H 455 Topics in Public Health (1-3 cr.)

SPEA-V 372 Government Finance and Budgets

SPEA-V 373 Personnel Management in the Public Sector

**PROFESSIONAL TRACK**

Students pursuing or having completed a three-year Associate of Science degree in the health professions may qualify for an expedited 36 credit hour professional track to earn the Bachelor of Science in Health Services Management. Enrollment requires special written permission from the program advisor.

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

**Professional Track (36 cr.)**

BUS-A 201 Introduction to Financial Accounting

ENG-W 231 Professional Writing Skills

SPEA-H 320 Health Systems Administration

SPEA-H 352 Health Finance and Budgeting

SPEA-H 371 Human Resource Management in Health Care

SPEA-H 402 Hospital Administration

SPEA-H 411 Long-Term Care Administration

SPEA-H 474 Health Administration Seminar

SPEA-V 263 Public Management

SPEA-V 366 Managing Behavior in Public Organizations

Select one of the following:

SPEA-H 322 Principles of Epidemiology

SPEA-H 455 Topics in Public Health

Approved elective(s) to total at least 120 credit hours

**MINORS**

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

**Criminal Justice (15 cr.)**

SPEA-J 101 The American Criminal Justice System

Select one of the following:

SPEA-J 201 Theoretical Foundations of Criminal Justice Policies

SPEA-J 301 Substantive Criminal Law

Select three of the following:

SPEA-J 201 Theoretical Foundations of Criminal Justice Policies

SPEA-J 301 Substantive Criminal Law

SPEA-J 306 The Criminal Courts

SPEA-J 321 American Law Enforcement

SPEA-J 331 Corrections

**Health Systems Administration (15 cr.)**

SPEA-H 320 Health Systems Administration

Select one of the following:

SPEA-H 371 Human Resource Management in Health Care

SPEA-V 373 Personnel Management in the Public Sector

Select three of the following:

SPEA-H 352 Health Finance and Budgeting

SPEA-H 402 Hospital Administration

SPEA-H 411 Long-Term Care Administration

SPEA-H 455 Topics in Public Health

Other campus-specific courses in health administration

**Public and Environmental Affairs (15 cr.)**

SPEA-V 170 Introduction to Public Affairs

Select four of the following:

SPEA-V 263 Public Management

SPEA-V 366 Managing Behavior in Public Organizations

SPEA-V 373 Personnel Management in the Public Sector

SPEA-V 376 Law and Public Policy

SPEA-V 432 Labor Relations in the Public Sector

SPEA-V 450 Contemporary Issues in Public Affairs (1-3 cr.) (may be repeated)

Other courses in public or environmental affairs

**INTERDISCIPLINARY PROGRAMS  
FOR NONMAJORS**

One interdisciplinary program, the Urban Studies certificate program, is administered by the School of Public and Environmental Affairs primarily for undergraduates who are obtaining their bachelor's degrees in areas other than SPEA.

**CERTIFICATE IN PUBLIC AFFAIRS**

The School of Public and Environmental Affairs offers the Certificate in Public Affairs to provide an organized approach to the study of public policy, governmental organization, and public management for undergraduates in addition to the major area of their undergraduate programs. The program is interdisciplinary and available to students in good academic standing from any other school or department of Indiana University or other accredited colleges and universities.

**ELIGIBILITY AND APPLICATION**

- Students in good academic standing and enrolled in bachelor's degree programs at Indiana University or other accredited colleges and universities are eligible.
- Students admitted to the Bachelor of Science in Public Affairs program of the School of Public and Environmental Affairs are not eligible to receive the Public Affairs certificate.
- Students must declare their intent to earn this certificate prior to completing 15 credit hours creditable toward the certificate.

- Applications for admission to the certificate program may be obtained from the office of the SPEA recorder at the campus where the student plans to enroll in the certificate program.
- Upon certification that the student has been awarded a bachelor's degree and completion of all certificate requirements, the student is awarded the certificate.

**GENERAL REQUIREMENTS**

- A minimum of 27 credit hours, of which at least 15, but not more than 21 credit hours, must have been in SPEA courses.
- A grade point average of 2.0 (C) or higher for all course work credited toward the certificate.
- A maximum of 6 credit hours of appropriate credit from an institution other than Indiana University may be applied toward this certificate.
- Courses for this certificate may be taken at any campus of Indiana University.

**CERTIFICATE REQUIREMENTS (27 CR.)***(All courses are 3 cr. hours, unless otherwise designated.)*

SPEA-V 170 Introduction to Public Affairs

SPEA-V 263 Public Management

SPEA-V 264 Urban Structure and Policy

Two from one of the following groups:

**Organizational Behavior**

SPEA-V 366 Managing Behavior in Public Organizations

SPEA-V 373 Personnel Management in Public Sector

Other courses

**Law**

SPEA-J 301 Substantive Criminal Law

SPEA-V 376 Law and Public Policy

Select from the following areas:

**Criminal Justice**

SPEA-J 101 The American Criminal Justice System

SPEA-J 302 Procedural Criminal Law

SPEA-J 322 Introduction to Criminalistics

SPEA-J 370 Seminar in Criminal Justice

**Public Affairs**

SPEA-V 365 Urban Development and Planning

SPEA-V 372 Financial Management and Budgeting

SPEA-V 373 Personnel Management in Public Sector

SPEA-V 432 Labor Relations in the Public Sector

SPEA-V 450 Contemporary Issues in Public Affairs

(1-3 cr.)





## CAREER SERVICES AND PUBLIC SERVICE INTERNSHIPS

**INTERNSHIP DIRECTOR:** Vukovits  
**OFFICE:** Wiekamp Hall 2237  
**TELEPHONE:** (574) 520-4146

The School of Public and Environmental Affairs is committed to the concept of relating classroom knowledge to real-life experiences through special course offerings, independent research projects, and internships.

Internships are strongly encouraged because they provide students with the opportunity to apply classroom theory and techniques to real-life experiences. The internship program is designed for maximum flexibility so that many valid learning experiences may qualify. Internship credit may be gained through a new project or activity on a current job or in a new professional experience. Key is that the experience be new and relevant. Work can be full- or part-time, paid or unpaid. Approvals are required from the student's faculty advisor and the SPEA internship director.

After necessary approvals are obtained, undergraduate students may register for 1 to 6 credit hours per semester in SPEA-J 380 Internship in Criminal Justice and SPEA-V 380 Internship in Public and Environmental Affairs, earning 1 credit hour for every 60 clock hours worked. Undergraduates may earn a maximum of 6 credit hours overall. Internships are entered as electives and, upon completion, are graded as S (Satisfactory) or F (Fail).

Through the Career Services Office, all students in the school are provided assistance in defining their career goals, assistance in preparing for job hunting, and other career-oriented services. Information from various agencies is available for reference, as well as general information about types of positions SPEA graduates might consider.

## PUBLIC SERVICE ACTIVITIES

The School of Public and Environmental Affairs at IU South Bend is actively engaged in programs of education and training assistance, technical assistance, and research assistance to a wide range of public sector agencies. In providing these programs and services, the school calls on the resources of the faculty of IU South Bend and other universities in north central Indiana, and on the expertise of the systemwide School of Public and Environmental Affairs. Thus, the school combines the advantages of a statewide approach to public policy problems with the responsiveness of faculty involved with, and experienced in, local activities.

The multidisciplinary composition of its faculty allows the school to engage in a wide variety of public service activities. These activities range from applied policy research, to agency board and staff orientation sessions, and in-service training. Technical assistance projects include analysis of agency managerial and organizational needs resulting in appropriate recommendations and job descriptions; financial analysis,

including feasibility studies of capital investment proposals; interpretation of federal and state administrative rules and regulations; development of public information programs; and the refinement of program and agency evaluation procedures.

## INSTITUTE FOR APPLIED COMMUNITY RESEARCH

**DIRECTOR:** Hall  
**OFFICE:** Wiekamp Hall 2225  
**TELEPHONE:** (574) 520-4803

The Institute for Applied Community Research was founded in 1991 to replace the Michiana Urban Observatory. The institute has two principal objectives:

- To make university resources available to local units of government and nonprofit public service agencies for research, training, and technical assistance
- To facilitate the application of university resources for solving community problems in the region

In working to achieve these objectives, the institute also seeks, in two important ways, to assist the university in fulfilling its own institutional mission. First, the institute provides a valuable community service to local units of government and nonprofit agencies by supplying them with research and other resources that would otherwise be unavailable. Secondly, it gives university faculty, graduate and undergraduate interns, and other students the opportunity to participate in applied research, training, and technical assistance activities that would otherwise not exist.

## SPECIAL OPPORTUNITIES FOR STUDENTS

### SPEA ALUMNI ASSOCIATION

SPEA maintains contact with alumni through the SPEA Alumni Association, a constituent society within the parent Indiana University Alumni Association. The SPEA Alumni Association publishes the school's newsletter, *Alumni Update*, which is mailed three times a year to more than 10,000 SPEA alumni located in all 50 states and 21 foreign countries. Alumni, faculty, and students stay in contact through the newsletter.

The SPEA Alumni Association also sponsors alumni events in several major cities including Chicago, Indianapolis, and Washington, D.C. These receptions offer alumni an opportunity to renew old friendships, meet new friends, and visit with faculty. In addition, the SPEA Alumni Association hosts receptions at the annual conferences of the America Society of Public Affairs and the National Association of Schools of Public Affairs and Administration, as well as at annual commencement activities for graduates and their families. The SPEA Alumni Association is governed by an elected sixteen-member board of directors which meets twice yearly.

### PI ALPHA ALPHA

Pi Alpha Alpha is the national honorary society for schools of public affairs and administration. The society was founded in 1972 by the National Association of Schools of Public Affairs and Administration (NASPAA) to acknowledge outstanding scholarship and accomplishment in public affairs. The Indiana chapter of Pi Alpha Alpha is a charter chapter and membership bestows upon the recipient honor, recognition, and a lifetime distinction.

Eligibility for invitation into the society requires that undergraduates be in the last semester of their junior year, rank in the upper 10 percent of their graduating class, have a grade point average of 3.5 or above in core concentration courses and a 3.0 minimum GPA overall, and have completed 15 credit hours of required course work toward their concentration. Graduate students must complete 50 percent of their required course work with a minimum grade point average of 3.5 and rank in the upper 20 percent of their class. Alumni who have met the requirements may be eligible to become members and persons who have achieved distinction in public administration and have the distinguished qualities that Pi Alpha Alpha fosters may be awarded honorary membership.

### WASHINGTON LEADERSHIP PROGRAM

The Washington Leadership Program of the School of Public and Environmental Affairs is offered each spring and fall semester in Washington, D.C. Twenty-five junior-senior undergraduate students from the Indiana University system are selected for this highly desirable Washington experience. The major objective of this program is to assist students in developing their potential for employment and leadership by providing them an opportunity to study government in action in the nation's capital. The program consists of two senior-level seminars and an internship through which a total of 12 credit hours may be awarded upon successful completion of the program. The internship requires students to work 20-30 hours per week in Congressional offices, with public interest groups, or in private organizations.

The program is open to Indiana University students from any campus who are in good academic standing and who will have attained junior standing by the beginning of the program semester. Graduate students in good standing may also apply, even though the program is generally designed for undergraduate students. Participants are selected through a review of the student's academic record and an in-depth personal interview by the faculty program director. Interested students should contact the School of Public and Environmental Affairs.





# IU SOUTH BEND

## GRADUATE PROGRAMS



# GRADUATE PROGRAMS

**GILBERT L. MARTIN, GRADUATE ADMISSIONS AND RETENTION OFFICER**

**OFFICE: ADMINISTRATION 246B**

**TELEPHONE: (574) 520-4585**

**INTERNET ADDRESS: [www.iusb.edu/~graduate](http://www.iusb.edu/~graduate)**

## GRADUATE DEGREES

Master of Arts in English (M.A.)  
 Master of Arts in Teaching English (M.A.T.)  
 Master of Business Administration (M.B.A.)  
 Master of Liberal Studies (M.L.S.)  
 Master of Music (M.M.)  
 Master of Public Affairs (M.P.A.) with concentrations in:  
     Health Systems Administration and Policy  
     Governmental Administration and Policy  
     Nonprofit Administration and Policy  
 Master of Science in Accounting (M.S.A.)  
 Master of Science in Applied Mathematics and Computer  
     Science (M.S.)  
 Master of Science in Education, Counseling and Human  
     Services (M.S.)  
 Master of Science in Education, Early Childhood  
     Education  
 Master of Science in Education, Elementary (M.S.)  
 Master of Science in Education, Secondary (M.S.)  
 Master of Science in Education, Elementary or Secondary  
     with Administrative License (M.S.)  
 Master of Science in Education, Special Education (M.S.)  
 Master of Science in Management of Information  
     Technologies (M.S.-M.I.T.)  
 Master of Social Work (M.S.W.)

## GRADUATE POLICIES AND INFORMATION

Information about graduate admission requirements, fees, financial aid programs, academic regulations, academic policies, and academic and student services are listed on the following pages in this *Campus Bulletin*.



## GRADUATE PROGRAM CONTACTS

General inquiries and initial questions regarding programs and graduate admission, and information for those who possess a bachelor's degree and wish to pursue academic course work outside of an established program of study at IU South Bend, should contact the office of graduate admissions.

### COLLEGE OF LIBERAL ARTS AND SCIENCES

Wiekamp Hall 3300, (574) 520-4214

Master of Science in Applied Mathematics and Computer  
 Science

Northside Hall 301B, (574) 520-4335

Master of Arts in English

Master of Arts in Teaching English

Wiekamp Hall 3127, (574) 520-4304

Master of Liberal Studies

Wiekamp Hall 2279, (574) 520-4185

### ERNESTINE M. RACLIN SCHOOL OF THE ARTS

Northside Hall 107, (574) 520-4161

Master of Music

### SCHOOL OF BUSINESS AND ECONOMICS

Administration Building 202, (574) 520-4138

Master of Business Administration

Master of Science in Accounting

Master of Science in Management of Information  
 Technologies

### SCHOOL OF EDUCATION

Greenlawn Hall 120, (574) 520-4845

Master of Science in Education, Counseling and Human  
 Services

Master of Science in Education, Early Childhood  
 Education

Master of Science in Education, Elementary Education

Master of Science in Education, Secondary Education

Master of Science in Education, Special Education

Master of Science in Education, Elementary Educational  
 Leadership

Master of Science in Education, Secondary Educational  
 Leadership

### SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

Wiekamp Hall 2231, (574) 520-4549

Master of Public Affairs

### SCHOOL OF SOCIAL WORK

Northside Hall 418, (574) 520-4880

Master of Social Work

## GRADUATE ADMISSION

### APPLICATION REQUIREMENTS AND PROCEDURES

Admission to IU South Bend graduate programs is degree-specific. All students interested in pursuing graduate education must fulfill the following initial requirements:

- Earn a bachelor's degree from an accredited college or university
- Earned a minimum cumulative grade point average (CGPA) as required by the individual graduate programs, listed in the program descriptions
- Complete all program prerequisites and appropriate undergraduate course work
- Submit all required documentation for full consideration of admission

Students who intend to enroll in graduate course work as part of a degree program at IU South Bend must have their admission approved in advance by the specific graduate program director. Students who register for graduate credit without such approval do so *without* assurance that course credit will be applied to meet requirements for advanced degrees.

Applications and program information can be obtained from the individual graduate program offices listed on page 196 of this *Campus Bulletin*. Students who possess a bachelor's degree and wish to pursue academic course work as a nondegree graduate student may obtain the nondegree graduate application from the Office of Graduate Admissions.

#### *Degree Seeking Applicants*

- Application for admission, program specific, online at [www.iusb.edu/~graduate](http://www.iusb.edu/~graduate)
- Application fee, where applicable
- Evidence of an earned bachelor's degree from an accredited college or university
- Official transcripts
- Entrance examination scores, where applicable
- Letters of reference, where applicable
- Personal statement/statement of purpose, when applicable
- Demonstrate English proficiency by taking the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English

**NOTE: ALL INTERNATIONAL STUDENTS MUST APPLY THROUGH THE OFFICE OF INTERNATIONAL STUDENT SERVICES.**

#### *Nondegree Seeking Applicants*

- Nondegree status application
- Application fee, where applicable
- Evidence of an earned bachelor's degree from an accredited college or university

### ADMISSION CLASSIFICATIONS

**Formal Admission:** Formal admission indicates that the student has received full admission to a graduate program. This also verifies that all program prerequisites, entrance examinations, and application processes have been reviewed and completed.

**NOTE: FORMAL ADMISSION IS REQUIRED FOR STUDENT LOAN APPROVAL AND DISBURSEMENT.**

**Provisional/Conditional:** These students have met basic requirements for entrance to a graduate program but have additional requirements to meet. Each graduate program has specific and varied requirements for admission. All requirements for the specific program must be met prior to formal admission. Provisional/conditional students are allowed to take certain and specific courses at the discretion of the university, deans, and graduate program directors. Students may be limited to the number of credit hours accumulated prior to matriculation. Program director approval is necessary for courses taken and their applicability to specific graduate programs. Student loans are not available to students in a provisional/conditional status.

**Guest/Nondegree:** Students enrolled in other graduate programs within the Indiana University system or at another university may seek permission to register for course work as a part of their specific graduate program. These students must obtain approval to take the desired course work from the graduate program director and from their home university advisor.

**Denied:** Those applicants who do not meet minimum and/or specific requirements for graduate program acceptance and who are not eligible for provisional status are denied admission. The graduate program that denied admission provides the applicant with reason(s) for denial and the reapplication process, where appropriate.

**Nondegree:** Students with a completed undergraduate degree may take undergraduate course work and some graduate course work without seeking a graduate degree. Nondegree students must also meet all course prerequisites prior to registering for any course work. Nondegree students wishing to register for graduate course work must obtain approval from the specific graduate program director. Registration for graduate course work is at the discretion of the university, deans, and graduate program directors. Students seek the nondegree status for a variety of reasons. The following list addresses the majority of nondegree classifications:

- **PREREQUISITES** Graduate programs often have prerequisites and require course work that students must complete prior to being formally admitted as a graduate student. These prerequisites vary greatly with each graduate program and, in many cases, are at the undergraduate level and cannot be counted toward the graduate degree. Please meet with a program advisor regarding prerequisites.
- **TEACHING/LICENSING REQUIREMENTS** Licensed teachers are required to meet educational goals through course work at regular intervals to maintain and/or renew teacher licensing. The School of Education certification officer provides advising for these students.
- **PROFESSIONAL AND PERSONAL DEVELOPMENT** Many professions require continuing education for maintaining licensure and credentialing or to remain current

within educational and professional disciplines. Those wishing to enroll in course work must meet necessary prerequisites, obtain permission from the graduate program director prior to enrolling, and provide sufficient documentation of academic competence.

## GRADUATE STUDY SCHOLARSHIPS AND FINANCIAL AID

The financial aid programs at IU South Bend that support graduate education are the Stafford Loan (subsidized and unsubsidized), the Federal Perkins Loan, and the Federal Work-Study program. The Federal Work-Study program is available to graduate students after all undergraduate students applying by the priority date have received their awards. Graduate students are encouraged to seek tuition funding sources through philanthropic organizations, the student's place of employment (if available), and other service and foundation organizations.

### THE GRADGRANTS CENTER

#### INTERNET ADDRESS:

[graduate.indiana.edu/gradGrants.php](http://graduate.indiana.edu/gradGrants.php)

E-MAIL ADDRESS: [gradgrnt@indiana.edu](mailto:gradgrnt@indiana.edu)

TELEPHONE NUMBER: (812) 855-5281



The GradGrants Center (GGC) in Bloomington is a free service that provides Indiana University graduate students with one-on-one assistance with grant proposal writing (by appointment) and a centralized area to access funding information. The GradGrants Center is located in the Wells Library 1052E, Bloomington, Indiana.

GGC services are *free* to IU graduate students on all campuses. Services include:

- Access to several online funding information databases as well as campus-specific funding resources
- Free grant workshops
- The *Grad GrantLine* newsletter
- Student academic appointment vacancies listings
- Guidance for finding additional funding

Call the GradGrants Center to schedule an appointment for personalized assistance.

## ACADEMIC REGULATIONS AND POLICIES

### ACADEMIC INTEGRITY

Students are expected to adhere to the highest ethical standards in all their course work and research. Individuals violating that code of conduct are subject to disciplinary action; such breaches could lead to expulsion of the student from Indiana University or to rescission of a degree already granted. The Indiana University Graduate School has prepared a document entitled *Integrity in Graduate Study*, which, among other topics, deals with plagiarism, fraud, and conflicts of interest.

### ACADEMIC STANDING

The university has established levels of competency, according to grade point average and semesters completed, which determine whether a graduate student is in good standing, on probation, or ineligible to continue studies.

**Good Standing:** Those students who consistently maintain a minimum GPA on their cumulative and semester records as defined by the graduate program in which the student is formally admitted.

**Probation:** Students are on probation for the duration of the next regular semester or summer session following the one in which the minimum GPA was not obtained and/or maintained.

**Dismissal:** Students may be dismissed from graduate programs if they do not maintain satisfactory academic standing as defined by the student's program of study.

### ADDITION OF COURSES

A graduate student who wishes to enroll in additional course work after the first two weeks of a regular semester, or after the first week of a summer session, may do so if the instructor of the course, the graduate advisor, and the graduate program director recommend to the dean that this be done.

**NOTE: SPECIAL FEES ARE ASSESSED FOR MOST LATE REGISTRATIONS.**

### CREDIT TRANSFER

#### *Graduate Course Transfer and Academic Residency*

Each graduate degree offered through IU South Bend outlines specific requirements and course work for successful completion of a graduate degree. Some course work obtained at other accredited institutions *may* transfer to a particular degree program. Any transfer of course work must be reviewed and approved by your degree program. Each of the graduate programs have guidelines regarding the number of credits that can be taken at other universities that are counted toward a graduate degree. The graduate program directors determine the number and content of courses and credit (taken outside of the established program of study) which may be counted toward a particular graduate degree. The graduate program director makes any and all determinations of course work transferred and accepted based on their academic discipline and program requirements. Any course work taken outside of the graduate program in which you are formally admitted must receive advisor approval.

### GRADE POINT AVERAGE

A minimum grade point average (GPA) must be maintained to remain in good academic standing in your master's degree program. There are differences among the master's programs. At no time may an earned grade of D or F be counted toward a master's degree. The individual master's programs have minimum standards with some using a grade of B (3.0) as a minimum standard. Please review your graduate program GPA requirements for remaining in good academic standing.

### INDEPENDENT/CORRESPONDENCE STUDY

Credit earned in correspondence courses may not be counted toward any graduate degree. It is possible, however, that such work may be used by the student to make up entrance deficiencies. For more information, call your academic advisor.

### SEMESTER LOAD

Graduate students shall be considered full time if they are registered for 8 credit hours (4 credit hours during each summer session) and their programs of study meet with the approval of the academic programs. Courses taken as an auditor may not be counted in the definition of full-time study; however, courses taken to remove undergraduate deficiencies for admission may be counted.

Graduate students may take no more than 16 hours of credit in any semester, nor more than a total of 16 credit hours in all the summer sessions in any one year without permission of their graduate advisor. Students who are employed are advised to take into account the demands that such activities make on their time and to reduce their course loads accordingly.

### TIME LIMITS FOR GRADUATE STUDY

The age of course work and/or degrees earned may impact the number of transfer credits, courses, and number of hours needed to complete your educational objectives. The age of credits and changes in course work vary in each graduate program.

There are also time limits imposed for completion of graduate degrees. These limits vary; however, most programs require completion within five years from the start of graduate course work. You are required to work closely with your program advisor to plan your course work and the completion of your degree.

### WITHDRAWAL

Withdrawals prior to the last day to drop a course (see official calendar for each semester) are automatically marked W. According to university regulations, withdrawal after this date is permitted only with the approval of the dean of the student's school for urgent reasons related to the student's health or equivalent distress. In all such cases, the student must submit a request for late withdrawal to the advisor or to the graduate program director. This request must be supported by the instructor of the course, the graduate advisor, and the graduate program director, and then be forwarded to the dean with an accompanying statement outlining the reasons for the request. If the dean approves the request, the student's mark in the course shall be W, if the work completed up to the point of withdrawal is passing; otherwise a grade of F shall be recorded. Failure to complete a course without an authorized withdrawal results in the grade of F.

**NOTE: TERMINATION OF CLASS ATTENDANCE DOES NOT CONSTITUTE OFFICIAL WITHDRAWAL AND RESULTS IN A GRADE OF F. STUDENTS MUST OFFICIALLY WITHDRAW FROM THE COURSE.**



# COLLEGE OF LIBERAL ARTS AND SCIENCES

**LYNN R. WILLIAMS, DEAN**

**OFFICE: WIEKAMP HALL 3300**

**TELEPHONE: (574) 520-4214**

**INTERNET ADDRESS: [www.iusb.edu/~lasi](http://www.iusb.edu/~lasi)**

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**ASSOCIATE DEANS: McIntosh, McMillen**



## GENERAL INFORMATION

The College of Liberal Arts and Sciences offers programs of study that lead to the Master of Science in Applied Mathematics and Computer Science, the Master of Arts in English, the Master of Arts in Teaching English, and the Master of Liberal Studies. The college also offers courses that are required for the Master of Science in Management of Information Technologies, offered by the School of Business and Economics.



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## MASTER OF SCIENCE IN APPLIED MATHEMATICS AND COMPUTER SCIENCE

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**PROGRAM DIRECTOR:** Surma  
**OFFICE:** Northside Hall 301A  
**TELEPHONE:** (574) 520-5521  
**INTERNET ADDRESS:** [www.cs.iusb.edu/applied\\_mcs.html](http://www.cs.iusb.edu/applied_mcs.html)

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### PROGRAM DESCRIPTION

This degree is offered jointly by the Department of Computer and Information Sciences and the Department of Mathematical Sciences. The goal of this program is to address the needs of people who have work experience in technical or quantitative fields, people with undergraduate degrees in science or business, or people who simply wish to increase their level of skills and expertise in computing and applied mathematics.

Students work with an advisor to select a schedule of courses tailored to their personal interests and goals. To ensure breadth of study, three graduate-level computer science courses and three graduate-level applied mathematics courses are required. The remaining courses are chosen either to provide depth in a particular area or to allow for a diverse program of study. Either a thesis or a project is required to complete the degree. The emphasis throughout the curriculum is on the real-world problems and applications likely to be encountered in business and industry.

### ADMISSION REQUIREMENTS

Candidates for admission to the program are required to hold a bachelor's degree from an accredited institution with a minimum GPA of 3.0. Alternatively, an applicant whose past academic record is not sufficiently strong (e.g. low GPA, outdated undergraduate degree, etc.) can qualify for admission by scoring 600 or higher on the quantitative component of the Graduate Record Examination (GRE). No specific undergraduate field of study is required. Students with satisfactory competence in undergraduate study of basic computer and mathematics subjects are encouraged to apply. Typically, these applicants have undergraduate degrees in mathematics, computer science, chemistry, physics, biological sciences, engineering, secondary mathematics education, business, economics, and other technical fields. In all cases, students lacking an appropriate background in computer science and/or mathematics may be provisionally admitted, and are required to remove those deficiencies in a timely manner before receiving formal (full) admission. Specifically,

- Formal admission requires that program prerequisites be satisfied.

- At most, 50 percent of course work may be taken under provisional status, pending formal admission.
- Students with provisional status must have explicit permission from the graduate director prior to registering for graduate courses.

### APPLICATION PROCEDURE

For an application to be considered, the following must be received:

- Application for admission, [www.iusb.edu/~graduate](http://www.iusb.edu/~graduate)
- Three letters of recommendation
- IU South Bend application fee
- Official transcript from each postsecondary school attended
- Evidence of an earned, four-year, bachelor's degree
- GRE scores, if submitted as evidence of academic strength (optional)
- Acceptable TOEFL scores for non-English speaking applicants (score of 550 is currently required)

### DEGREE REQUIREMENTS

The program is tailored to individual student needs, and consists of 36 credit hours, including 30-33 hours of course work and 3-6 hours of a thesis or graduate project.

#### *Requirement Group-A (9 cr.)*

CSCI-B 503 Algorithms Design and Analysis  
 Select two of the following:

- CSCI-B 538 Networks and Distributed Computing
- CSCI-B 551 Elements of Artificial Intelligence
- CSCI-B 561 Advanced Database Concepts
- CSCI-B 581 Advanced Computer Graphics
- CSCI-P 565 Software Engineering I

#### *Requirement Group-B (9 cr.)*

Select three of the following:

- MATH-M 560 Applied Stochastic Processes
- MATH-M 562 Statistical Design of Experiments
- MATH-M 571 Analysis of Numerical Methods I
- MATH-M 575 Simulation Modeling
- MATH-M 576 Forecasting
- MATH-M 577 Operations Research: Modeling Approach

#### *Electives (12-15 cr.)*

- CSCI-A 510 Database Management Systems
- CSCI-B 438 Computer Networks
- CSCI-B 524 Parallelism in Programming Languages and Systems
- CSCI-B 553 Biomorphing Computation
- CSCI-B 582 Image Synthesis
- CSCI-B 583 Game Programming and Design
- CSCI-B 651 Natural Language Processing
- CSCI-B 657 Computer Vision
- CSCI-B 689 Topics in Graphics and Human Computer Interaction
- CSCI-C 421 Computer Organization
- CSCI-C 431 Assemblers and Compilers I
- CSCI-C 435 Operating Systems (4 cr.)

CSCI-C	441	Information Organization and Retrieval
CSCI-C	442	Database Systems
CSCI-C	463	Artificial Intelligence
CSCI-C	490	Seminar in Computer Science (1-3 cr.)
MATH-M	415	Elementary Complex Variables with Applications
MATH-M	447	Math Models and Applications I
MATH-M	448	Math Models and Applications II
MATH-M	451	The Mathematics of Finance and Interest Theory
MATH-M	463	Introduction to Probability Theory 1
MATH-M	466	Introduction to Mathematical Statistics
MATH-M	546	Control Theory
MATH-M	551	Markets and Asset Pricing
MATH-M	565	Analysis of Variance
MATH-M	572	Analysis of Numerical Methods II

Additional courses from Group A and Group B may be selected.

No more than three 400-level courses may be selected.

Students are encouraged to take courses bridging the two disciplines (e.g. MATH-M 562 Statistical Design of Experiments and CSCI-B 581 Advanced Computer Graphics). Both full- and part-time study is possible.

Students are expected to maintain a cumulative GPA of 3.0 or above. Failure to maintain a 3.0 GPA for two consecutive semesters, or accumulating any two grades of D or below, may result in dismissal from the program.

The program must be completed within seven years. Only courses taken within seven years of completion of the first course in the program may count toward this degree.

### THESIS/PROJECT

Students are required to complete a 3 credit hour project or a 6 credit hour thesis. A project involves a substantial amount of work which reflects what has been learned in some aspect of their course work. It should have applications to industry or business, and it should have academic merit. A thesis is significantly more involved than a project and carries a much higher degree of academic merit. It must demonstrate mastery over some aspect of computer science or applied mathematics.

In preparation for the project or thesis, a student should identify to the program's graduate studies director, an advisor, and a committee. The advisor is a faculty member from either the computer science or mathematics department. The committee is comprised of a faculty member from each department (computer science and mathematics), with one of them being the advisor. A third member is required and can be a faculty member from within or outside of the computer science and mathematics departments, or who may be an appropriate individual in business or industry. Additional members may be included in the committee, with approval of the graduate studies director.

The student must submit a project or thesis proposal to the committee for approval. Upon completion of the project or thesis work, a written document is prepared and an oral

defense is scheduled. The document is reported in a thesis format. After a successful defense, the final version is archived in the department and in the IU South Bend library. There is no comprehensive exam. A student finishes the program by successfully defending the project or thesis, making corrections to the document and submitting the final version for archiving.

### TRANSFER CREDITS

Students wishing to transfer course work from another graduate program should keep the following information in mind:

- Transfer credits must be approved by the program graduate director or persons designated by the Graduate Committee.
- Students are responsible for supplying course documentation, such as an official course description, a course syllabus, etc. to be used by the graduate director to assess transfer course applicability to this program.
- A student may transfer at most 6 credit hours of the applied mathematics and computer science program course work from an accredited institution.
- The course must appear on an official transcript sent to IU South Bend.
- Only courses taken within seven years may be counted toward this degree. Courses transferred must be seven years old or less at the time of completion of the IU South Bend program. Exceptions are at the discretion of the graduate director.

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## MASTER OF ARTS IN ENGLISH AND MASTER OF ARTS IN TEACHING ENGLISH

**PROGRAM DIRECTOR:** Gindele

**OFFICE:** Wiekamp Hall 3137

**TELEPHONE:** (574) 520-4304

**INTERNET ADDRESS:** [www.iusb.edu/~sbeng/ma.shtml](http://www.iusb.edu/~sbeng/ma.shtml)

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### GENERAL INFORMATION

#### PROGRAM DESCRIPTION

The Master of Arts in English and Master of Arts in Teaching English are 36 credit hour programs. The Master of Arts (M.A.) in English offers broadly based expertise in English studies, including the production, analysis, and teaching of literary texts, and the study of composition/rhetoric. The Master of Arts in Teaching English (M.A.T.) provides a more specialized option for certified teachers seeking additional credentials. Full-time students may complete the program in two years. Adjusted courses of study are available to part-time students.

These advanced degree programs offer a life-enriching continuation of intellectual study. They foster the further development of skills valued by current employers, including writing and analytical skills, and specialized knowledge in areas such as textual analysis, computer-assisted writing, literacy studies, pedagogy, research, and editing.

The degrees lead to employment opportunities teaching English in the schools or community colleges, working in the service and information industries, the news media, advertising, public relations, and in other corporations requiring writing specialists.

### ADMISSION REQUIREMENTS

Students are admitted to the English graduate program by the Graduate Selection Committee. Applicants for the program must have a bachelor's degree in English, or a closely related field, from an accredited institution and an undergraduate GPA of at least 3.0. M.A.T. candidates must have a teacher's certificate from Indiana or another state in the United States. In addition, candidates may be asked to take the Graduate Record Exam (GRE general). A candidate who does not meet the GPA requirement may apply for special student status.

### APPLICATION PROCESS

For an application to be considered, send the following information to:

Office of Graduate Admission and Retention  
IU South Bend  
1700 Mishawaka Avenue  
Post Office Box 7111  
South Bend, Indiana 46634-7111

- Application for admission, [www.iusb.edu/~graduate](http://www.iusb.edu/~graduate)
- A statement of purpose (essay, 2 to 3 pages, double spaced) identifying the candidate's goals and interests in pursuing graduate work in English and describing the educational and work experiences that contributed to that sense of purpose
- Three letters of recommendation
- Official transcript from each postsecondary school attended
- Evidence of an earned, four-year, bachelor's degree
- IU South Bend application fee
- (Optional) A recent writing sample that demonstrates the candidate's analytical skills, research abilities, and command of clear and fluent prose
- (If applying for special-student status) A request for conditional admission identifying the areas in which the applicant does not meet admission standards and, if appropriate, describing the special conditions, educational or work experiences that contribute to the candidate's preparedness for graduate work
- Acceptable TOEFL scores for non-English speaking applicants. (Recommended score for the traditional version is 600. Recommended score for the computer version is 250.) A telephone interview may also be required

### APPLICATION DEADLINE

Applications are reviewed as received.

## DEGREE REQUIREMENTS

### MASTER OF ARTS IN ENGLISH

The M.A. offers a more flexible program of study than the M.A.T. and provides broad expertise in English studies including literary analysis, composition, and creative writing. Students may select up to five elective courses, which allows more opportunity to shape their course of study. The M.A. degree offers a life-enriching continuation of intellectual study. To complete this degree, students must meet the course requirements listed below.

### COURSE REQUIREMENTS (36 CR.)

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

ENG-L 501 Professional Scholarship in Literature (4 cr.)

ENG-L 502 Contexts for the Study of Writing (4 cr.)

ENG-W 609 Directed Writing Project (4 cr.)

Select one of the following:

ENG-L 590 Internship in English (4 cr.)

A fifth elective course (4 cr.)

### Writing Workshop (4 cr.)

Select one of the following:

ENG-W 511 Writing Fiction (4 cr.)

ENG-W 513 Writing Poetry (4 cr.)

ENG-W 615 Writing Creative Nonfiction (4 cr.)

### Electives (16 cr.)

Four elective courses, at least two of which must emphasize textual analysis (16 cr.)\*

\* Courses that emphasize textual analysis include graduate literature courses and other courses so designated in the semester course offerings mailed to students.

**NOTE: A STUDENT WHO WISHES TO COMPLETE A CREATIVE WRITING-BASED INDEPENDENT WRITING PROJECT MUST TAKE A TOTAL OF THREE WRITING WORKSHOPS IN AT LEAST TWO GENRES. ANY ONE OF THOSE COURSES MAY BE TAKEN TWICE FOR GRADUATE CREDIT.**

### MASTER OF ARTS IN TEACHING

The M.A.T. provides a specialized option for certified teachers seeking graduate credentials. This degree deepens the range of expertise that a teacher brings to the classroom and better qualifies a certified teacher to find employment in the schools and at the community college level or to enhance a teacher's performance in a current position. Applicants interested in pursuing this degree must have their teaching certification prior to applying for the program. If an applicant is in the process of completing certification, he or she may petition to enter the program by identifying the number of hours remaining and a plan showing how the candidate will complete those hours within two academic years. To complete this degree, students must meet the course requirements listed below.

**COURSE REQUIREMENTS (36 CR.)**

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

ENG-L501 Professional Scholarship in Literature (4 cr.)

ENG-L502 Contexts for the Study of Writing (4 cr.)

ENG-L590 Internship in English

ENG-W 609 Directed Writing Project (4 cr.)

Select two of the following:

ENG-G 552 Linguistics and the Teacher of English  
(4 cr.)

ENG-W 500 Teaching Composition: Issues and  
Approaches (4 cr.)

ENG-L 553 Studies in Literature

**Writing Workshop (4 cr.)**

Select one of the following:

ENG-W 511 Writing Fiction (4 cr.)

ENG-W 513 Writing Poetry (4 cr.)

ENG-W 615 Writing Creative Nonfiction (4 cr.)

**Electives (8 cr.)**

Two elective courses in literature or writing

Candidates who have successfully petitioned to complete their certification while enrolled in the M.A. program may use student teaching to fulfill the internship requirement.

A student who wishes to complete a creative writing-based independent writing project must take a total of three writing workshops in at least two genres. Any one of those courses may be taken twice for graduate credit.

**WORLD LANGUAGE REQUIREMENT**

Students must have completed two college semesters of a single world language by the time the M.A. or M.A.T. degree is conferred. Candidates who have completed these two courses as part of other graduate or undergraduate programs need not take additional courses as part of the M.A. or M.A.T. program. Candidates who have gained world language skills outside of the classroom may take a world language placement examination to demonstrate their achievement of language skills equivalent to those achieved from two semesters of formal study.

**TRANSFER CREDITS**

Applicants may be allowed to transfer up to two graduate courses or 8 credit hours from another graduate institution (or from previous graduate work at IU South Bend) if those courses demonstrably contribute to the work required for the Master of Arts in English. Unless transfer courses are clearly equivalent to the required core courses for the Master of Arts, those courses are counted as electives. Candidates must include in the application a request to transfer courses, a brief description of each course identifying how it contributes to the Master of Arts in English, and supporting documentation such as syllabi, assignments, papers, or other relevant material.

**ACADEMIC REGULATIONS**

Students must confer with their academic advisors on a regular basis to determine an effective course of study.

An average grade of B (3.0) is required for graduation, and no course with a grade lower than B- (2.7) is counted toward the degree. Students are required to maintain good academic standing, i.e., to maintain a 3.0 GPA. Failure to maintain good standing may result in dismissal from the program.

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**MASTER OF LIBERAL STUDIES**

**PROGRAM DIRECTOR:** Keen

**OFFICE:** Wiekamp Hall 2279

**TELEPHONE:** (574) 520-4185

**INTERNET ADDRESS:** [www.iusb.edu/~sbmls](http://www.iusb.edu/~sbmls)

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**GENERAL INFORMATION**

The Master of Liberal Studies (M.L.S.) program in the College of Liberal Arts and Sciences provides opportunities to engage your curiosity in an intellectual exploration of the world of ideas. But the rewards of the pursuit of knowledge go beyond intellectual satisfaction. You gain a refreshed approach to an enriched personal and professional life through a program that reinvigorates curiosity and creativity. You gain fresh perspectives and the critical thinking, analytical, and communication skills so valued in today's workplace.

Students begin with an introduction to graduate liberal studies and interdisciplinary methodology, then enroll in at least three core seminars in the humanities, the sciences, and the social sciences. Seminars combine detailed study of a particular topic with a broad interdisciplinary examination of ways of understanding. The M.L.S. program draws on faculty with diverse expertise to explore topics through an interdisciplinary approach.

**ADMISSION REQUIREMENTS**

Students are admitted to the M.L.S. program by the graduate liberal studies faculty of the College of Liberal Arts and Sciences. To be considered for admission, students must hold a bachelor's degree from an accredited institution and must have obtained an undergraduate GPA of at least 3.0.

A student whose native language is not English must have a minimum TOEFL score of 560 (standard grading) or 220 (computer graded). The recommended TOEFL score is 600 (standard grading) or 250 (computer graded).

Exceptions to these requirements may be made at the discretion of the graduate liberal studies faculty. M.L.S. faculty consist of Chaney, Feighery, Keen, Lidinski, Lucal, Marr, Scheessele, Sernau, K. A. Smith, and Torstrick.

**APPLICATION DEADLINES**

Students may be admitted to the M.L.S. program to begin in either the fall or spring semesters. All admission decisions are made by the graduate liberal studies faculty. The Admissions Committee meets to review applications three

times each year. The deadlines for submitting completed applications for review by the committee are as follows:

- March 31 Early admission, fall semester
- August 1 Final admission, fall semester
- October 31 Admission, spring semester

Students wishing to enter in the fall are strongly encouraged to submit their materials by the March 31 early admission deadline to assure an opening in the program. Students are also advised to give reference letter writers at least two to four weeks notice so their letters arrive prior to the deadline. Applications that are not completed by a given deadline are not considered until the next deadline and may cause a delay in admissions by one semester. Completed applications include the following:

- Application for admission, [www.iusb.edu/~graduate](http://www.iusb.edu/~graduate)
- Personal essay
- Three letters of reference
- Transcripts of all previous undergraduate study
- Application fee

All students wishing to enter the program should contact the director prior to submitting an application.

### ACADEMIC CURRICULUM (33 CR.)

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

After successfully passing the introductory proseminar and the core seminar requirements for the program, students may select from one of two options to complete their M.L.S. degree.

#### **Proseminar**

LBST-D 510 Introduction to Graduate Liberal Studies

#### **Core Seminars**

LBST-D 501 Humanities Seminar  
 LBST-D 502 Social Sciences Seminar  
 LBST-D 503 Science Seminar

Each of the core courses is a graduate seminar combining detailed study of particular topics with broad interdisciplinary perspectives. These courses give students the opportunity to explore the connections that exist among the diverse disciplines and perspectives that define contemporary knowledge.

#### **Electives (12 cr.)**

LBST-D 511 M.L.S. Humanities Elective  
 LBST-D 512 M.L.S. Social Science Elective  
 LBST-D 513 M.L.S. Science Elective  
 LBST-D 514 Graduate Liberal Studies Overseas Study  
 LBST-D 594 Liberal Studies Directed Readings\*  
 LBST-D 596 Liberal Studies Independent Research\*

Electives offer students a wide variety of choices with which to create programs of study suited to their individual interests. These elective courses may be selected to build support and background for the graduate project, or to enable students to more ably participate in the public intellectual, artistic, and cultural life of their communities. In addition to the above, students may also repeat core seminars (each may be taken up to two more times under a different topic);

and/or take graduate courses from other IU South Bend departments, divisions, and schools.

To complete the degree, students must choose one of the following options.

#### ***Independent Research/Creative Activity Option***

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

#### ***Capstone Experience (9 cr.)***

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

#### ***Public Intellectual Option***

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

#### ***Additional Core Seminars (6 cr.)***

Prior to enrolling in LBST-D 600 Public Intellectual Practicum students must complete two additional core seminars.

#### ***Capstone Experience (3 cr.)***

LBST-D 600 Public Intellectual Practicum

### ACADEMIC REGULATIONS

Students must have their programs of study approved by the M.L.S. program director. Students may take up to 9 credit hours of electives in a single academic program.

An average grade of B (3.0) is required for graduation, and no course with a grade lower than B- (2.7) is counted towards the degree. Students are required to retain good academic standing, i.e., to maintain a GPA of at least 3.0. Failure to maintain good standing may result in dismissal from the program.

Other academic regulations and policies are established by the Graduate Liberal Studies Committee of the College of Liberal Arts and Sciences. Students are to consult the M.L.S. program director for further information.

\*M.L.S. students may take no more than a total of 6 credit hours of LBST-D 594 and LBST-D 596 combined.



## SUPPLEMENTAL PROGRAMS

### SOCIAL STUDIES

IU South Bend, in conjunction with Indiana University Bloomington, offers courses that may be used as credit for the degree Master of Arts for Teachers (M.A.T.) in the field of social studies. The program is designed primarily for teachers in secondary education but is applicable also to elementary and community college teaching. Individuals with an undergraduate degree in history or the social sciences may pursue this degree and teacher certification concurrently.

The M.A.T. in social studies program permits concentration in subject areas while advancing the student's teaching skills. The degree requires a total of 36 credit hours, including 12 credit hours in a major field and 6 credit hours in each of two minor fields. The remaining 12 credit hours are for elective subjects. There is no language or thesis requirement. Residency requirements are fulfilled by taking 12 credit hours at Indiana University Bloomington, either during one semester or during summer sessions.

Everyone who receives the M.A.T. degree in social studies must be certified to teach in Indiana schools. The certification can be the result of one's undergraduate studies, or can be earned through the M.A.T. program itself. In the latter case, the certification requirements can be met by taking appropriate education courses for the 12 credit hours of elective work allowed within the program plus an additional 6 credit hours of work in education (student teaching).

The M.A.T. degree in social studies is conferred by Indiana University Bloomington, which establishes admission and degree requirements. The program must be initiated through Bloomington, but some course work may be done at IU South Bend.

Students interested in applying for admission to this program should contact:

Mr. C. Frederick Risinger  
Education Building 4074  
Indiana University  
Bloomington, Indiana 47405  
(812) 856-8583  
E-mail: [risinger@indiana.edu](mailto:risinger@indiana.edu)

### HISTORY GRADUATE CREDIT

Six or more credit hours in history earned at IU South Bend in courses numbered 300 or above may be applied toward most graduate degree requirements of Indiana University. In individual cases, Indiana University Bloomington history advisors may authorize more than 6 credit hours taken at IU South Bend for graduate credit at Indiana University Bloomington.

Every graduate school sets its own regulations for transfer credit. Students must consult with their intended graduate school about credit for courses taken at IU South Bend. History courses may also be applied, with permission, to the IU South Bend Master of Liberal Studies requirements.

**ERNESTINE M. RACLIN**  
**SCHOOL OF THE ARTS**

**THOMAS C. MILLER, DEAN**

**OFFICE: NORTHSIDE HALL 101**

**TELEPHONE: (574) 520-4134**

**INTERNET ADDRESS: [www.iusb.edu/~sbarts](http://www.iusb.edu/~sbarts)**

**MARTIN PROFESSOR OF PIANO:** Toradze

**PROFESSORS:** Barton, Carder, Droege, Lasater, Meyer, Miller

**ASSOCIATE PROFESSORS:** Ackoff, J. R. Colborn, Kolt, Larkin, Natella

**ASSISTANT PROFESSORS:** Hanson, Lambert, Moore, Muñiz, Nilsen, Nolan, Obata, Park, Zechowski

**LECTURERS:** Allee, Badridze, Fry, Gillen, Hosterman, Jay, McKale, Monsma, Purcell, Sylvester

**FACULTY EMERITI:** Demaree, Esselstrom, Gering, Langland, Pepperdine, Zisla

**ASSOCIATE DEAN OF PRODUCTION:** Carder

**ASSOCIATE DEAN OF INSTRUCTION:** Freitas

**COORDINATOR OF ARTS STUDENT SERVICES:** Rector



### **MISSION STATEMENT**

The Raclin School of the Arts recognizes and embodies the fundamental importance of the fine, performing, and communication arts in our diverse and global community. We commit ourselves to educate our students artistically and intellectually that they may achieve personal and professional development. We value excellence in visual, spoken, written, kinetic, electronic, and musical expression. We seek to graduate creative individuals who think critically, communicate effectively, and act responsibly in society.

The following statements inform our mission:

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



## MUSIC DEGREE PROGRAMS

Graduate students with a bachelor's degree in music from an accredited college or university or its demonstrated equivalent may undertake:

- Master of Music
- One of the special diploma programs

**NOTE: AT THE TIME OF THIS PRINTING, THE MASTER OF MUSIC DEGREE CURRICULUM IS BEING REVISED TO ACCOMMODATE NEW CAMPUS MINIMUM STANDARDS FOR GRADUATE PROGRAMS. WHEN THE REVISIONS ARE COMPLETED, ALL STUDENTS WHO MATRICULATED UNDER THE OLD REQUIREMENTS WILL BE INFORMED OF THE NEW REQUIREMENTS, AND WILL BE GIVEN THE OPPORTUNITY TO CHANGE TO THE NEW REQUIREMENTS OR TO COMPLETE THEIR DEGREE USING THE OLD REQUIREMENTS, AS DESCRIBED IN THIS SECTION.**

## ADMISSION

All preliminary inquiries about graduate study in music at IU South Bend are to be referred to the graduate admissions and retention office. Applications for admission to the Master of Music program are available from the Raclin School of the Arts or online at [www.iusb.edu/~graduate](http://www.iusb.edu/~graduate). Applicants must also submit official transcripts from all previous colleges and universities as well as the application fee.

### ENTRANCE EXAMINATIONS

During the week of registration and in the first few weeks of each semester, all new graduate students, including graduates of Indiana University, are required to take examinations that serve as placement examinations or prerequisites for entrance to graduate courses. Courses to remedy deficiencies indicated by these examinations must be taken at the earliest opportunity. A student is presumed deficient in any area in which the entrance examination is not taken. Credit for any needed remedial courses in these areas is not applied against the 36 credit hour minimum.

### APPLIED MUSIC

All candidates for graduate degrees in music are required to demonstrate to a faculty auditioning committee, as a minimum level of performance, ability in at least one applied music area equivalent to the end of the fourth year for concentrations in that area. Failure to meet the required level automatically indicates probationary admission and requires additional applied music study as a prerequisite to the desired degree.

### THEORY

This examination is based on the assumption that the candidate has had at least two years of undergraduate theory study. The examination includes:

- Harmonic analysis problems in both diatonic and chromatic tonal music requiring experience with diatonic harmony, nonharmonic tones, seventh chords, secondary functions, chromatic predominant functions (such as augmented sixth chords, Neapolitan chords, etc.), and close and foreign key modulations. Any consistent standard system of analysis may be used.
- A formal analysis problem which evaluates the ability to determine the thematic and harmonic design of a movement.

**NOTE: STUDENTS WHO FAIL THIS EXAMINATION MUST ENROLL IN AND PASS MUS-T 508 WRITTEN THEORY REVIEW FOR GRADUATE STUDENTS.**

### MUSIC HISTORY

This examination covers two historical periods:

- Antiquity to 1700
- 1700 to the present

Questions deal with historical fact, identification of literature, and style recognition (both aural and visual).



**NOTE: STUDENTS WHO FAIL ALL OR PART OF THIS EXAMINATION MUST ENROLL IN MUS-M 541 MUSIC HISTORY REVIEW FOR GRADUATE STUDENTS I AND/OR MUS-M 542 MUSIC HISTORY REVIEW FOR GRADUATE STUDENTS II.**

Graduate remedial courses in history and literature and in theory may be taken only twice. Failure in any of these remedial courses for the second time results in the student's dismissal.

**KEYBOARD PROFICIENCY**

The keyboard examination is given at the end of each semester. Students who fail the examination must register in piano until the requirement is met.

Designed to ensure the student's ability to use the piano as a tool within the framework of professional activities, the requirements vary according to level and area of music study. Students are to discuss specific requirements with their music advisors.

Other examinations pertaining to specific degrees may be required as appropriate.

**ENSEMBLE REQUIREMENTS**

Each student must participate in a major music ensemble during each of the first three semesters of the degree program. (Students enroll in MUS-X 003 Graduate Music Ensemble, the noncredit, nonspecific ensemble, and are assigned to specific responsibilities by the music area coordinator of the Raclin School of the Arts.)

**ADVISING**

Either prior to or during the week of registration, entering students are urged to consult the graduate programs coordinator or music advisor to determine the most suitable cognate field for their master's degree. Although a bachelor's degree with the same major is a prerequisite for each master's degree, the demonstrated equivalent of the bachelor's degree may be offered instead, thus allowing a change of major at the graduate level. Only after results of the entrance examinations and auditions are known and after careful consideration of the prerequisites, requirements, and ultimate goals of each degree plan can the major and cognate fields be approved.

Advising conferences are held near the end of each semester. Students currently enrolled should have their programs planned at that time to speed the registration process. Students failing to attend these conferences may be required to register after classes have begun.

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**MASTER OF MUSIC**

**DIRECTOR OF GRADUATE STUDIES:** Barton  
**OFFICE:** Northside Hall 07  
**TELEPHONE:** (574) 520-4161  
**INTERNET ADDRESS:** [www.iusb.edu/~sbarts](http://www.iusb.edu/~sbarts)

**MARTIN PROFESSOR OF PIANO:** Toradze  
**PROFESSOR:** Barton  
**LECTURER:** Vatchnadze

The Master of Music degree is intended both for students with Bachelor of Music Education degrees who wish to broaden their education, and for students with other music degrees. The degree program is flexible, offering courses in music, music education, and business, with optional courses in public management.

**CURRICULUM**

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

**Applied Music Courses (12 cr.)**

- Principal instrument for three semesters, 800, or 900 (4-4-3 cr.)
- Graduate Recital 600 (1 cr.)

**Core Music Courses (6 cr.)**

- MUS-M 530 Contemporary Music
- Select one of the following:
  - MUS-M 527 Symphonic Literature
  - MUS-M 528 Chamber Music Literature
  - MUS-T 545 Analysis of Music Literature
  - An approved literature course

**Cognate Field (12 cr.)**

- Four courses at the 300-level or above, selected and approved by the graduate advisor

**Pedagogy (5-6 cr.)**

- MUS-E 495 Supervised Practice Teaching I (1 cr.)
- MUS-E 496 Supervised Practice Teaching II (1 cr.)
- MUS-E 497 Supervised Practice Teaching III (1 cr.)
- Select one of the following:
  - MUS-E 493 Piano Pedagogy (2 cr.)
  - MUS-E 559 Instrumental Pedagogy (2 cr.)
  - MUS-E 594 Vocal Pedagogy

**Chamber Music (3 cr.)**

- MUS-X 423 Chamber Music (1 cr.)  
(instrumentalists only)

**Electives (as needed to complete 38 cr.)**

- Must be at the 300-level or above; selected and approved by the graduate advisor

**Additional Requirements**

- ENSEMBLE**  
Three semesters of participation in a major ensemble
- PIANO PROFICIENCY**  
Completion of the piano proficiency examination

## THE DIPLOMA PROGRAMS

### THE PERFORMER DIPLOMA

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

#### PREREQUISITES

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

#### ADMISSION

On the basis of auditions and dossier, applicants must be accepted by the appropriate faculty committee and the studio teacher as candidates meeting the qualifications for admission at the master's level or higher.

#### LANGUAGE STUDY

Students whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) examination with a score of 550 or higher and register for any deficiency courses prescribed by the area coordinator for graduate studies. Students other than voice majors whose native language is English must demonstrate knowledge of one world language equivalent to two semesters at the bachelor's degree level. Students having less than two semesters of language study with a grade of C or higher must pass proficiency examinations or take the prescribed language courses.

#### CURRICULUM

##### *Applied Music*

- Studio study for 3-6 credit hours each semester; a minimum of 6 credit hours must be earned
- One graduate recital (1 cr.) or an equivalent public performance as assigned by the Arts Standards Committee must be presented and passed
- Two semesters of MUS-X 423 Chamber Music (1 cr. each) required for instrumentalists only

##### *Electives (6 cr.)*

Graduate or undergraduate courses, as approved by the area coordinator for graduate studies. Classes in music literature, history, and/or pedagogy are recommended. Studio courses or chamber music study may not be used to fulfill this requirement.

##### *Major Ensemble*

Required each semester for both instrumentalists and singers

#### *Credit, Residence, and Time Limit*

Students must earn a minimum of 14 credit hours, excluding major ensemble, and have at least one regular semester or two summer sessions in residence. Students must complete the diploma requirements within two regular semesters. Summer sessions do not count toward the time limit.

## THE ARTIST DIPLOMA

#### PREREQUISITES

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

#### ADMISSION

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

#### CURRICULUM

##### *Applied Music*

- Studio study for 3-6 credit hours each semester; a minimum of 12 credit hours must be earned
- Four Artist Diploma Recitals (1 cr. each)

With the approval of the faculty, voice majors may substitute one substantial operatic role for one of these recitals. Instrumentalists must present three solo recitals and one chamber music recital.

- Four semesters of MUS-X 423 Chamber Music (1 cr. each) required for instrumentalists only

##### *Music Theory and Music History*

- Students must demonstrate proficiency in music theory equivalent to MUS-T 113 Music Theory I and MUS-T 114 Music Theory II; and in music history equivalent to MUS-M 201 The Literature of Music and MUS-M 202 The Literature of Music II.

##### *Keyboard Proficiency*

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

##### *Electives*

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

##### *Major Ensemble*

- MUS-X 003 Graduate Music Ensemble is required each semester for both instrumentalists and singers.

#### *Credit, Residence, and Time Limit*

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

# SCHOOL OF BUSINESS AND ECONOMICS

**ROBERT H. DUCCOFFE, DEAN**

**OFFICE: ADMINISTRATION BUILDING 204B**

**TELEPHONE: (574) 520-4138**

**INTERNET ADDRESS: [www.iusb.edu/~buse/grad](http://www.iusb.edu/~buse/grad)**

**PROFESSORS:** D. Agbetsiafa, Aghimien, T. Anderson, Ducoffe, Espahbodi, M. Fox, Herschede, Knowles, Kohli, Lee, Mehran, Naffziger, Sabbaghi, Schwartz, Vollrath, Wrenn

**ASSOCIATE PROFESSORS:** L. Blodgett, Chari, Fred, B. Kern, G. Kern, Norton, Saksena

**ASSISTANT PROFESSORS:** Black, K. Chang, David, J. Guan, Li, Pathak, Vaidyanathan

**LECTURERS:** Phillips, K. L. Smith

**FACULTY EMERITI:** Albert, Bartholomew, Harriman, Kochanowski, Peck, Swanda, Tawadros, Withey

**ASSOCIATE DEAN:** Sabbaghi

**ASSISTANT DEAN AND DIRECTOR OF GRADUATE STUDIES:** Saksena

**AREA CHAIRS:** Aghimien, M. Fox, Herschede, Lee, Mehran, Sabbaghi

**DIRECTOR OF ADMINISTRATIVE AND STUDENT SERVICES:** P. Agbetsiafa

**ACADEMIC ADVISOR:** Coleman



## MISSION STATEMENT

The School of Business and Economics at IU South Bend shall offer high quality educational programs that provide functional knowledge, skills, and capabilities to a diverse student body and enable them to succeed in a dynamic business environment. Even though we emphasize superior instruction, we also value scholarship, as well as service to the community at large. As a state-assisted institution, we shall serve as a professional resource for communities in north central Indiana and southwestern Michigan. We pursue these ends and continuously strive for academic excellence through an intellectually active faculty. It is our intention to maintain an exceptional faculty engaged in relevant applied, instructional, and basic research and actively involved in public, professional, and institutional service.

To our students (past, present, and potential), we shall provide outstanding instruction by dedicated faculty; well established, affordable Indiana University degrees in business and economics; and reputable undergraduate and graduate programs consistent with the highest levels of professional standards. We shall provide these within a comprehensive university system, accessible to traditional, nontraditional, minority, and international students who are prepared to compete in a global business environment.

To our faculty we shall provide an intellectually stimulating environment that enhances instruction, scholarship (applied, instructional, and basic), and service, thereby benefiting both our students and our community.

To the community we shall serve as a highly regarded educational and training source for current and future employees and as a well-respected, responsive, and continuing professional resource for profit and not-for-profit organizations and the community at large.

## VISION STATEMENT

We aspire to be one of the best regional business schools in the nation. We will achieve this distinction by striving to:

- Educate students for successful careers in business management.
- Provide high quality business programs that are intellectually grounded, innovative, integrative, and application oriented.
- Maintain mutually beneficial relationships with regional businesses.

## GRADUATE BUSINESS PROGRAMS

**OFFICE:** Administration Building 202

**TELEPHONE:** (574) 520-4138

**INTERNET ADDRESS:** [www.iusb.edu/~buse/grad](http://www.iusb.edu/~buse/grad)

**E-MAIL ADDRESS:** [gradbus@iusb.edu](mailto:gradbus@iusb.edu)

The School of Business and Economics' master's degree programs prepare you for a lifetime of learning. Successful people know that to remain viable in the work place they must train for the future. Each of our graduates is better prepared to take leadership positions because of the knowledge, analytical, and critical thinking skills developed in our program.

We cater to the part-time student; offering a wide variety of courses during the evening hours, making it possible for you to continue in your present position while attending classes after work. Our programs help you polish and accentuate your existing business skills and develop new ones. A master's degree can help you achieve career advancement in your current field or help prepare you for a new career in the business world.

Most of our domestic students already hold responsible business management positions. Indeed, the majority of our domestic business graduate students hold full-time jobs while pursuing their master's degree. The typical candidate enters the program because either their present or future position requires increased managerial competence.

The faculty considers the candidate's work experience an integral part of the total educational program and uses both theory and practice as tools to build a broad foundation to enhance the skills of the professional manager. While there is some opportunity for specialization, we emphasize development of the candidate's breadth of focus, imagination, and creativity. By selecting students who demonstrate a potential for assuming increasing responsibilities as managers, and by providing a degree that meets the highest national standards of accreditation, the School of Business and Economics serves the needs of regional employers that compete in an international marketplace.

## ADMISSION

Graduate business programs admit only those students who demonstrate aptitude, ability, and scholarship. Applicants must hold a bachelor's degree and take the standardized Graduate Management Admission Test (GMAT).

For the Admissions Committee to consider a candidate for admission into one of the graduate business programs, the applicant must submit the following materials:

- Completed and signed application form and data sheet. Please contact the graduate business office for an application and data sheet. Online applications are available at [www.iusb.edu/~graduate](http://www.iusb.edu/~graduate).
- Official transcripts of every college or university attended. The graduate business office obtains Indiana University transcripts.
- Two letters of recommendation (forms and envelopes provided).
- Results of the Graduate Management Admission Test (GMAT).
- A nonrefundable application fee.

We maintain our admission standards into graduate business programs by selecting only those candidates who can successfully complete a rigorous and competitive academic program. The program is accessible only to those students of demonstrated aptitude, ability, and scholarship. We base our admission decision on a composite evaluation of the applicant's:

- GMAT scores;
- Undergraduate academic performance measured by GPA;
- Two letters of recommendation;
- Personal essays, and
- Professional work experience.

The committee encourages submission of additional supporting information. Applicants whose native language is not English must submit an acceptable Test of English as a Foreign Language (TOEFL) score or successfully complete Level 9 of The Language Company program.

Interested students must submit all application materials on or before the following deadlines:

- |                   |            |
|-------------------|------------|
| • Fall semester   | July 1     |
| • Spring semester | November 1 |
| • Summer sessions | April 1    |

Admitted candidates may enter the program at the beginning of any regular semester.

## ENROLLMENT RESTRICTION

No graduate student (except those who are officially admitted to graduate business programs) is allowed to take more than 20 percent of his or her course work credits in graduate business courses under any circumstances. The Office of Graduate Business Programs monitors the implementation of this requirement.

## ACADEMIC STANDING

Graduate business students whose grade point average falls below the 2.75 requirement are placed on academic probation for one semester. If one's GPA is not raised to the 2.75 level, the student may be placed on additional probation, or may be dismissed from the program. Any time one's GPA falls below 2.25, automatic dismissal takes place.

## CREDIT TRANSFER

Graduate business students may transfer a maximum of 12 credit hours into their graduate program. For course work to be eligible for transfer, the class must be taken at another AACSB accredited college or university. All classes must be preapproved. The approval process requires the submission of the course syllabus and possibly other course-specific materials. The student is notified in writing if the approval is granted. Only those courses in which a student receives a grade of B or higher transfers. Upon successful completion of a preapproved course at another institution, the student must request that an official transcript be sent to the Office of Graduate Business Programs showing a grade of B or higher. Upon receipt of said transcript the Office of Graduate Business Programs will complete the transfer and notify the student.

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## MASTER OF BUSINESS ADMINISTRATION

Our master's degree in business administration prepares students to assume leadership roles in their organization. Paced to suit the needs of career-oriented candidates, the program is tailored to the demands of students who are preparing for greater professional challenges.

The curriculum for the Master of Business Administration (M.B.A.) reflects the school's mission to emphasize functional knowledge, skills, and capabilities. The various influences of ethics, global community, politics, society, and diversity are interwoven throughout the school's graduate courses. Faculty use case studies in many courses to bridge the gap between theory and practice.

Small class sizes give students important one-on-one experience with faculty members whose research, teaching, and consulting experience puts them on the cutting edge of regional, national, and global business issues. To accommodate students from a broad spectrum of north central Indiana and southwestern Michigan locations, master's degree classes are taught on both the South Bend and Elkhart campuses.

## PROGRAM REQUIREMENTS (36-57 CR.)

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

Students who took specific business courses within the last five years and meet the minimum grade requirement, may qualify for automatic exemption from part of Phase I. If the specific business classes were taken over five years ago or if

the minimum grade requirement was not met, the Office of Graduate Business Programs may use placement examinations to establish possible exemption from any of these courses. In addition, each candidate must pass a computer skills test prior to beginning their graduate course work.

## PHASE I

### *Prerequisite Courses (0-21 cr.)*

- BUSB-A 501 Survey of Financial Accounting and Reporting
- BUSB-A 503 Statistical Applications
- BUSB-A 511 Mathematical Tools in Business
- BUSB-A 514 Survey of Economics
- BUSB-B 502 Organizational Behavior I
- BUSB-D 501 Management of Marketing
- BUSB-D 502 Financial Management

M.B.A. students must complete prerequisite courses (Phase I) before entering the core curriculum (Phase II). The student must achieve a grade of B or higher in each of these prerequisite courses.

## PHASE II

### *Core Courses (21 cr.)*

- BUSB-A 502 Managerial Price Theory
- BUSB-A 504 Management Information Systems
- BUSB-C 502 The Legal and Ethical Environment of Business
- BUSB-D 503 Production Management
- BUSB-F 509 Buyer Behavior
- BUSB-F 542 Strategic Financial Management

### INTERNATIONAL

Select one of the following:

- BUSB-A 545 International Accounting Practice
- BUSB-F 506 Management of International Operations
- BUSB-F 530 International Finance

## PHASE III

### *Advanced Management Competence Courses (12 cr.)*

- BUSB-B 503 Leadership and Change
  - BUSB-F 503 Management Accounting Concepts
- Electives—select two from eligible electives

## PHASE IV

### *Capstone Course (3 cr.)*

- BUSB-E 510 Business Policy

The student must achieve a grade of C or higher in each course in Phase II, III, and IV.

## COMPREHENSIVE EXAMINATION REQUIREMENT

Each graduate business student, as a condition for graduation, must pass a comprehensive examination during his/her final year. The examination is given near the end of each semester.

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## MASTER OF SCIENCE IN ACCOUNTING

The Master of Science in Accounting (M.S.A.) provides advanced academic work for those with specialized interest in the field of accounting. The degree develops the conceptual and technical skills of those whose undergraduate academic performances were above average, and who may be preparing to sit for the Certified Public Accountant (CPA) examination.

Indiana law now requires 150 hours of college credit for a person to be eligible for this examination. To meet this need, IU South Bend is offering a 30 graduate credit hour (10 courses) Master of Science in Accounting degree. Besides being tailored to meet these new demands, the degree is equally well suited for practicing accountants who are preparing for greater professional challenges.

The curriculum for the M.S.A. reflects the school's mission to emphasize functional knowledge, skills, and capabilities. The program prepares individuals for professional certification, not only as a CPA, but also as a Certified Management Accountant (CMA), Certified Fraud Examiner (CFE), or Certified Internal Auditor (CIA).

The degree requires 30 credit hours beyond the accounting major bachelor's degree. If an applicant lacks an undergraduate accounting degree, the attainment of an M.S.A. degree requires additional course work.

### WHO BENEFITS?

- Individuals preparing to meet the 150 credit hour requirement of Indiana and other states for taking the CPA examination
- The professional accountant who desires a graduate degree
- Professionals who want to increase their expertise for future advancement
- Individuals who want to gain a working knowledge of the accounting profession for a change in careers or for future entrepreneurial projects
- Individuals who want to meet the requirements for other professional certification programs such as the Certified Management Accountant (CMA), Certified Fraud Examiner (CFE), Certified Internal Auditor (CIA), or the Certified Data Processing Auditor (CDPA)

### PROGRAM REQUIREMENTS

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

#### REQUIRED PREREQUISITES

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting

- BUS-A 328 Introduction to Taxation
- BUS-A 339 Advanced Income Tax
- BUS-A 424 Auditing and Assurance Services

Select one of the following:

- BUS-A 337 Accounting Information Systems
- BUS-K 321 Management Information Systems

Students must possess computer competency equivalent to BUSB-K 501 Computer Skills for Management.

Students who plan to sit for the Uniform CPA Examination should consider taking BUS-A 335 Accounting for Government and Not-For-Profit Entities and enrolling in a CPA review course, particularly for business law.

### PROGRAM REQUIREMENTS (30 CR.)

#### A. Skills Courses (6 cr.)

- BUSB-F 538 Leadership, Negotiation, and Human Resource Management
- BUSB-F 533 Communication Skills

#### B. Required Accounting Courses (9 cr.)

- BUSB-A 525 Advanced Financial Accounting Theory and Practice
- BUSB-A 530 Advanced Auditing Practice
- BUSB-A 531 Consulting and Strategic Cost Management

#### C. Elective Courses (9 cr.)

- BUSB-A 504 Management Information Systems
- BUSB-A 539 Advanced Tax Topics
- BUSB-A 545 International Accounting Practice
- BUSB-A 564 Interpretation and Analysis of Financial Statements
- BUSB-F 542 Strategic Financial Management

#### D. Additional Elective Courses (6 cr.)

- BUSB-A 502 Managerial Price Theory
  - BUSB-C 502 The Legal and Ethical Environment of Business
  - BUSB-D 503 Production Management
  - BUSB-F 506 Management of International Operations
  - BUSB-F 520 Seminar in Business: Taxes and Business Strategies
  - BUSB-F 523 Managerial Decision-Making Models
  - BUSB-F 530 International Finance
  - BUSB-K 505 Management of Information Technology Projects
  - BUSB-K 506 Web Site Development Techniques
  - BUSB-K 510 Decision Support Systems
  - CSCI-A 505 Object-Oriented Programming (4 cr.)
  - CSCI-A 510 Database Management Systems
- Courses not taken as required in group C above

The student must achieve a grade of C or higher for each course taken for the required prerequisites and Master of Science in Accounting program requirements.

Each student, as a condition of graduation, must participate in an exit interview.

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## MASTER OF SCIENCE IN MANAGEMENT OF INFORMATION TECHNOLOGIES

The Master of Science in Management of Information Technologies (M.S.-M.I.T.) degree, the first of its kind in Michiana, enables our graduates to effectively plan and manage complex information technologies for their firms and to successfully advance their manufacturing/service organizations into the twenty-first century.

Given the burgeoning influence of information technology in almost all organizations, it is a competitive must that Michiana businesses learn to manage information technology to their best advantage.

The M.S.-M.I.T. degree is one of the best professional career investments for area managers. It provides a springboard for successful management of current and future complex information technologies. This degree significantly enhances the operations management capabilities of our graduates and their organizations.

To manage information effectively, organizations need employees who are proficient in computing and management. This program provides expertise in both.

Graduates can assume a variety of responsibilities, from the development of electronic commerce, to the management of large-scale business process reengineering and enterprise resource planning.

Graduates gain proficiency in areas such as: electronic commerce, managerial decision support systems, enterprise resource planning, business process reengineering, database management systems, telecommunication systems, Internet design, object oriented programming, and artificial intelligence systems.

### PROGRAM REQUIREMENTS (21-65 CR.)

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

Students who received a degree in any subject within the last five years from an institution accredited by the NCA (or some equivalent agency) may be exempted from courses in the mathematics and statistics core, or the basic computing core, through written examination or evaluation of transcripts and course materials. A grade of B or higher must have been earned in any course to be exempted by evaluation of transcripts and course materials. Students from nonaccredited programs may not be exempt from any credits in the mathematics and statistics core or the basic computing core.

Students who received a degree in business within the last five years from an AACSB International accredited institution may also be exempted from courses in the basic business core through written examination or evaluation of transcripts and course materials. A grade of B or higher must have been earned in any course to be exempted by evaluation of transcripts and course materials. Students from non-AACSB International programs may not exempt any credits in the basic business core.

A grade of B or higher must be attained in all the classes in Phase I. A grade of C or higher must be attained in all courses in Phase II, III, and IV.

### PHASE I

#### *Mathematics and Statistics Core (0-6 cr.)*

BUSB-A 503 Statistical Applications  
BUSB-A 511 Mathematical Tools in Business

#### *Basic Business (0-15 cr.)*

BUSB-A 501 Survey of Financial Accounting and Reporting  
BUSB-A 514 Survey of Economics  
BUSB-B 502 Organizational Behavior I  
BUSB-D 501 Management of Marketing  
BUSB-D 502 Financial Management

### PHASE II

#### *Business Core (0-12 cr.)*

BUSB-A 504 Management Information Systems  
BUSB-C 502 The Legal and Ethical Environment of Business  
BUSB-D 503 Production Management  
BUSB-F 523 Managerial Decision-Making Models

### PHASE III

#### *Business and Applied Computing Core (4-14 cr.)*

CSCI-A 505 Object-Oriented Programming (4 cr.)  
CSCI-A 510 Database Management Systems  
CSCI-A 515 Telecommunications (4 cr.)

Select one of the following:

BUSB-K 506 Web Site Development Techniques  
BUSB-K 507 Enterprise Resource Planning

### PHASE IV

Prerequisites for Phase IV courses:

- Official admission to the M.S.-M.I.T. program
- Complete all courses in Phase I, II, and III, or consent of instructor

#### *Advanced Business Core (18 cr.)*

BUSB-K 505 Management of Information Technology Projects  
BUSB-K 510 Decision Support Systems  
BUSB-K 515 Electronic Commerce  
BUSB-K 520 Business Process Reengineering Using IT  
BUSB-K 585 Seminar in Management of Information Technologies I

#### *Elective*

Select one of the following:

BUSB-A 502 Managerial Price Theory  
BUSB-F 509 Buyer Behavior  
BUSB-F 542 Strategic Financial Management  
PSY-P 503 Complex Cognitive Processes  
PSY-P 537 Program Evaluation  
M.B.A. Phase III course  
500-level computer science course

# SCHOOL OF EDUCATION

**MICHAEL HORVATH, DEAN**

**OFFICE: GREENLAWN HALL 100**

**TELEPHONE: (574) 520-4845**

**INTERNET ADDRESS: [www.iusb.edu/~edud](http://www.iusb.edu/~edud)**

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**PROFESSORS:** Freitas, Horvath, Mettetal, Reck, Sheridan, Shrofel

**ASSOCIATE PROFESSORS:** Alexander, N. Chang, K. Clark, Cress, Heck, Holm, Isaacson, Okrah, Sage, Skarbek, R. L. Smith

**ASSISTANT PROFESSORS:** Davies, Fassett, Lewandowski, Linton, Spitzer

**LECTURERS:** Bontrager, Bushong, Eggleston, Hadley, Mooney, Nash, Sprague, Youngs

**FACULTY EMERITI:** Bailey, Calvin, DuVall, James, Leggett, Parelius, Petersen, Urbach

**DIRECTOR OF EDUCATION STUDENT SERVICES, GRADUATE ADVISOR, TEACHER CERTIFICATION OFFICER:** Norris

**UNDERGRADUATE ADVISORS:** Behrend, Sanders

**DIRECTOR OF STUDENT TEACHING:** Young

**DIRECTOR OF CHILD DEVELOPMENT CENTER:** TBA

**DIRECTOR OF COUNSELING CENTER AND ASSISTANT CLINICAL PROFESSOR:** Hurst

**DIRECTOR OF THE CENTER FOR GLOBAL EDUCATION:** Okrah



## MISSION STATEMENT

Through our programs in the School of Education at Indiana University South Bend and our active engagement in the community, we prepare teachers and other school personnel to be competent, ethical, and reflective practitioners. Our candidates and faculty are professionals dedicated to continuous learning in order to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world. As part of a public, comprehensive university, and through our service to schools, we strive to make a positive difference in the community within and beyond north central Indiana.



## CONCEPTUAL FRAMEWORK ADVANCED PROGRAMS

The members of the faculty and staff in the School of Education have a clear commitment to preparing educators who can teach and provide services to learners from diverse backgrounds and who can use technology to enhance their instruction. The following sections summarize this conceptual framework.

### *Competent Professionals*

Graduates from IU South Bend education programs are well versed in the knowledge of the subject matter and how to teach that subject matter to diverse learners.

### *Ethical Dispositions*

Graduates from IU South Bend programs are caring and ethical teachers, counselors, and leaders who support learning and development in all students. The professional dispositions are based on the standards of the Indiana Professional Standards Board, and the code of ethics from the National Education Association. Education students must demonstrate their commitment to attaining excellence in teaching and learning. Through their performance in the university classroom and in the field, all education students demonstrate their ability to be collaborative, caring professionals dedicated to meeting the needs of diverse learners.

### *Reflective Practice*

All education students in the School of Education are reflective practitioners and decision-makers who can analyze and grow from their individual professional experience throughout their careers. Education students develop habits of reflection as they proceed through their teacher education programs.

### *Commitment to Diversity*

Educators prepared at IU South Bend support the learning of all of their students. Graduates have the knowledge, dispositions, and skills needed to meet the needs of students in today's diverse classrooms.

### *Commitment to the Integration of Technology*

Educators prepared at IU South Bend have the knowledge, dispositions, and skills needed to effectively use technology to help students learn. They use technology to establish connections with families, community resources, and other experts. Education students are expected to incorporate technology throughout their course work and clinical experiences.

## UNIT ASSESSMENT SYSTEM FOR GRADUATE/ADVANCED PROGRAMS

Students in advanced/graduate programs must attain the academic standards discussed in this *Campus Bulletin*. In addition, each student is assessed at three checkpoints during the program. Assessment includes reviewing the student's GPA and related academic progress, assessing professional dispositions, and reviewing specific artifacts, according to the pro-

gram of study. Students in the School of Education are *required to purchase* and submit required artifacts in *Livertext* at designated checkpoints in the unit assessment system. Students are evaluated by program faculty to ensure fairness in all areas. These assessments are referred to as the unit assessment system for graduate/advanced programs.

Student progress is continuously monitored. Student artifacts are reviewed by faculty at the following checkpoints:

### **CHECKPOINT ONE**

Entry into specific program

### **CHECKPOINT TWO**

At a designated mid-point during the program—Praxis II—Secondary Majors

In order to complete the requirements for CHECKPOINT TWO, secondary majors seeking their first teaching license are required to pass the appropriate Praxis II exam. Students must submit their Praxis II score report with passing scores before they are allowed to student teach.

### **CHECKPOINT THREE**

Before receiving a recommendation for degree and licensure—Praxis II—Elementary and Mild Interventions

Checkpoints vary among programs. Additional checkpoints may be required in some programs. Students should consult with the program coordinator to determine exact checkpoints and artifacts.

### **ACCREDITATION**

The School of Education was granted continuing accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Indiana Department of Education Division of Professional Standards through 2011. The School of Education met all six NCATE standards for initial and advanced programs. The Counseling and Human Services program is currently being reviewed for national accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### **CRIMINAL HISTORY CHECK**

Students are required to provide a current criminal history check to school corporations before participating in field placements, student teaching, or internships. School corporations may deny these assignments based on the results of the criminal history check. The application process for a teaching license in Indiana also requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana. Students are notified, in certain field experience classes, if they must produce results from a criminal history check to the School of Education or to specific school corporations.

### **ISSUES RESOLUTION**

Issues Resolutions is a process followed when a candidate has a concern that cannot be resolved at a meeting with the appropriate professional in the School of Education. If a candidate has a concern about a class or instruction, advising, or

a School of Education policy, the candidate should meet individually to discuss the concern in an attempt to resolve it in a satisfactory manner. If the issue/concern is not resolved by the end of the meeting, the candidate should be advised that he/she can follow a process to seek resolution at other levels. The candidate should ask for an Issues Resolution form and cover sheet from the Office of Education Student Services. The candidate should follow the directions on the cover sheet. All steps should be documented. Certain issues follow university policies. For example, any grade grievances follow IU South Bend procedures.

### LIVETEXT

LiveText is a Web-based set of tools that the School of Education requires all candidates in licensure or degree programs to purchase. Candidates must purchase an individual account. LiveText allows instructors to manage assignments and artifacts. In certain classes, specific artifacts must be posted and shared as part of the unit assessment system. The School of Education maintains a bulletin board with information about LiveText near Greenlawn Hall 132.

### PLAGIARISM

Plagiarism is a serious infraction particularly for graduate students. All procedures in the *Code of Student Rights, Responsibilities, and Conduct* are followed in all cases of plagiarism.

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## MASTER OF SCIENCE IN EDUCATION

**CONTACT:** Director of Education Student Services

**OFFICE:** Greenlawn Hall 120

**TELEPHONE:** (574) 520-4845

**INTERNET ADDRESS:** [www.iusb.edu/~educ](http://www.iusb.edu/~educ)

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## PROGRAM OBJECTIVES

The School of Education provides appropriate educational experiences for graduate students who are working for advanced degrees, for new teaching licenses, for transfer to other institutions, or for professional development in their fields. Applicants must indicate their goal on the application. The applicant can apply for only one degree at a time, although certification and professional development work may be included. If the applicant changes goals, a new application must be filed. Admission to one program does not assure admission to another.

All programs offered by the School of Education are dynamic and change as necessary to meet new standards and other mandated requirements. Students must meet with advisors on a regular basis to be sure they are fulfilling the most current program requirements.

### ADMISSION PROCEDURES

Admission to specific programs may require additional steps, as described in the program-specific admission requirements and procedures section of this *Campus Bulletin*. All programs require the following steps:

1. File the application for admission to graduate study online at [www.iusb.edu/~graduate](http://www.iusb.edu/~graduate). It is highly recommended that an appointment be made with an academic advisor at the time of application.
2. Obtain official transcripts from all institutions, other than Indiana University, where the applicant has previously taken courses.
3. Contact the Office of Education Student Services to complete the admission process. A graduate advisor prepares an initial degree program outline. The student and the advisor together plan and periodically review the student's program so that:
  - a. The mandatory program requirements are met
  - b. The student continually strengthens those areas which the student (or the advisor) believes are in need of strengthening
4. International students wishing to enroll must submit the international student admission materials and the IU South Bend Master of Science in Education degree application to the IU South Bend Office of International Student Services. This must be done before they may be considered for admission to a graduate program. All students must present evidence of proficiency in English, if their native language is not English. Applicants must score 550 or above on the Test of English as a Foreign Language (TOEFL) before they are eligible for unconditional admission.
5. Undergraduates who are in the final semester of an undergraduate degree program, and who complete the requirements within that semester, may be admitted to graduate study. Courses open to graduate students that are not included as part of the undergraduate degree requirements may be taken during that semester and count toward the higher degree. Failure to obtain the bachelor's degree at the end of the semester nullifies graduate credit for the courses taken. The application previously submitted for graduate work may be validated by notification of receipt of the bachelor's degree. All undergraduates must receive written permission from the advisor/counselor, School of Education, prior to enrolling in a graduate course.
6. Submit a check or money order payable to Indiana University for the application fee.
7. Applicants must submit all materials to the Office of Education Student Services, Greenlawn Hall 120, IU South Bend. The mailing address is:
 

Education Student Services  
IU South Bend  
1700 Mishawaka Avenue  
Post Office Box 7111  
South Bend, Indiana 46634-7111
8. Additional requirements may vary, according to individual programs.

## GRADUATE DEGREE ADMISSION REQUIREMENTS

An applicant who has met all admission requirements listed for the appropriate program may be admitted unconditionally. Enrollment in at least one course, within two years of the date of admission, is required to maintain admission status. If the student does not enroll during the two-year period, a new application is required. The following are the current requirements for admission into graduate degree programs:

- Applicants must have a bachelor's degree from a regionally accredited institution of higher learning with a 2.50 GPA or higher. Certain programs require a higher GPA.
- Applicants may be required to take the Graduate Record Examination (GRE) and earn established scores. Applicants must meet with an advisor to discuss GRE scores.
- Meet all additional admissions requirements of the specific programs or divisions within the School of Education. Students must have admission approved by the program coordinator in such program or division.
- Complete a School of Education graduate admission form.

The admission date of each student is noted on the graduate admission form.

## PROGRAM SPECIFIC ADMISSION REQUIREMENTS AND PROCEDURES

The following requirements and procedures apply to specific programs:

### *Counseling and Human Services*

- General application requirements and procedures, as described in preceding section on admission.
- Additional items to be submitted prior to the first EDUC-G 500 Orientation to Counseling and Ethics class session include a written statement of personal philosophy and three letters of recommendation.
- Documented paid or volunteer experience in the human services or related field.
- Successful completion of EDUC-G 500 Orientation to Counseling and Ethics (offered in the fall of each year).
- An interview with resident faculty, generally scheduled near the end of the EDUC-G 500 Orientation to Counseling and Ethics. Students must be enrolled in the EDUC-G 500 Orientation to Counseling and Ethics (or have already completed it) and have furnished all of the above materials to qualify for an interview.
- Students selected for the program make a commitment to progress through the program, and participate as members of an established reference group, for approximately three years or until graduation.

### *Elementary Education*

- General application requirements and procedures, as described in preceding section on admission.
- Elementary education students may be required to take the Graduate Record Examination (GRE). Applicants

should meet with an advisor to discuss GRE requirements.

- Approval of application by the director of the program.

### *Secondary Education*

- General application requirements and procedures, as described in preceding section on admission.
- Approval of application by the director of the program.
- Secondary students may be required to take the Graduate Record Examination (GRE). Applicants should meet with an advisor to discuss GRE requirements.

### *Special Education*

- General application requirements and procedures, as described in preceding section on admission.
- Written responses to a series of questions aligned with the School of Education conceptual framework.
- Two professional letters of recommendation.
- Statement of philosophy for educating students with disabilities.
- Students may be required to take the Graduate Record Examination (GRE). Applicants should meet with an advisor to discuss GRE requirements.

## OBTAINING TEACHER CERTIFICATION IN ELEMENTARY OR SECONDARY EDUCATION, WITHOUT ADMISSION TO MASTER OF SCIENCE DEGREE PROGRAM

### TEACHER LICENSING PROCEDURES

Those holding an Indiana license (in-state) who wish to add to that license or who have never held certification (licensure) may request an official evaluation from the IU South Bend Office of Education Student Services.

Once the evaluation is completed, it is returned to the applicant. If there are any questions regarding the evaluation, an appointment can be made with a graduate advisor from the Office of Education Student Services. All of the above information is reviewed by the Office of Education Student Services and an appropriate licensure program is developed with the student.

Program changes may occur, as mandated by the Indiana Division of Professional Standards. Students are advised to confer with the advisors in the Office of Education Student Services concerning educational requirements on a regular basis. Current program information is available on the School of Education Web site.

## GENERAL REQUIREMENTS

### BASIC REQUIREMENTS

- A student must be admitted unconditionally to graduate study, or, if allowed to enter conditionally, must remove the conditions satisfactorily within one year of admission. Enrollment in at least one course within two years of the date of unconditional admission is required to maintain admission status.

- A student must complete a minimum of 36 credit hours (48 credit hours in counseling and human services).
- A student may apply a maximum of 6 credit hours toward the degree gained through workshops and/or conferences that carry college credit. Credit acquired in activity courses or in work taken by correspondence does not apply toward degree requirements.
- Course work used to complete the requirements for a previous degree is not accepted as credit for the degree Master of Science in Education.

Completion of requirements for the degree Master of Science in Education does not necessarily mean that a student has met requirements for professional teaching, administrative, or supervisory certification. For current certification information, students must contact the Office of Education Student Services.

### SEMESTER LOAD

Indiana University defines full-time status for graduate students as enrollment in a minimum of 8 credit hours per semester. Half-time status is enrollment in a minimum of 4 credit hours per semester.

### RESIDENCE

The residence requirement for the degree Master of Science in Education at IU South Bend may be met by completion of at least 24 of the 36 credit hours on the IU South Bend campus.

### GRADE POINT AVERAGE

Students must maintain a cumulative GPA of 3.0 in all work to be eligible for the degree Master of Science in Education. An overall 2.5 cumulative GPA must be earned in the content area to meet certification requirements. Refer to undergraduate academic policies for other requirements that may apply to graduate students pursuing standard teacher certification programs at IU South Bend; then consult an advisor.

The School of Education at IU South Bend does not accept grades below a C (2.0) earned at IU South Bend or at any institution for credit toward a graduate degree. No grade below C (2.0) is accepted in the student's concentration area(s) for any teacher certification program. The latter rule applies to various certification areas as follows:

- For students majoring in elementary education, this rule applies to all education courses.
- For students majoring in secondary education, this rule applies to:
  - Education courses
  - All content courses
- For students majoring in special education, this rule applies to:
  - Education courses
  - Content courses

### POLICY FOR TRANSFER OF COURSES INTO GRADUATE DEGREE PROGRAMS

Students seeking a graduate degree in the School of Education may request a transfer of a maximum of 12 credit hours of required courses from any institution, including IU South Bend, into School of Education graduate degree programs. Each program in the School of Education may further limit the number of transfer credit hours and specific courses that may be transferred. The transfer of all courses must be approved by the program coordinator or a designee. All courses transferred into graduate degree programs in the School of Education must have a grade of B or higher.

Students already admitted to a graduate degree program must seek advanced approval for all courses taken at other institutions.

### PASS/FAIL OPTION

Any graduate student may choose to be evaluated on a Pass/Fail (P/F) basis in any elective course, up to a maximum of four courses per degree program and not more than two courses in any calendar year. A Master of Science in Education degree student may not elect the Pass/Fail option for any of the credit hours required in the major, minor, or any area of certification.

A student choosing the Pass/Fail (P/F) option for an elective course must do so during the first three weeks of a regular semester or during the first two weeks of a summer session by processing the prescribed request in the Office of Education Student Services. This election is not reversible.

### APPLICATION FOR GRADUATE DEGREE

An application for a degree must be completed and filed in the Office of Education Student Services six months before the degree is to be granted. Failure to file this application by the proper deadline may result in failure to graduate at the expected time. The responsibility for checking degree requirements rests with the student.

### RETENTION IN GRADUATE DEGREE STUDY

- Students failing to maintain a B (3.0) average in all work taken after admission to graduate study in the School of Education are placed on academic probation and so notified. If a student fails to remove the probationary status during the next enrollment period, the privilege of continuing in the School of Education *may* be denied. Students who are dismissed from the School of Education are not eligible for recommendation for teaching or other licenses. Students who are dismissed may follow the issues resolution process if there are extenuating circumstances that may not have been considered.
- A student who is admitted to the School of Education, but denied admission to a particular program, may not take any further work in that area of study unless the program agrees to the continued work.

- Once a student is admitted to a degree program, all work must be completed within six calendar years from the date of the receipt of a grade in the first course that is to be used toward the degree.
- All graduate students are expected to abide by all specific program policies. In addition to academic performance, IU South Bend's graduate students are evaluated on the basis of their professional conduct and dispositions. Unsatisfactory professional conduct or unprofessional dispositions observed on the part of a graduate student in the School of Education in classes at IU South Bend or in field or clinical experiences, may result in that student's dismissal from the graduate program. Dispositions are assessed as part of the unit assessment system. Also, a Letter of Concern serves as documentation of concerns related to professional conduct or dispositions. School of Education procedures are followed when documenting concerns about dispositions with a Letter of Concern. Letter of Concern procedures are described in detail in this *Campus Bulletin* on page 182.

**NOTE: ELECTRONIC MAIL (E-MAIL) IS THE OFFICIAL MEANS OF COMMUNICATION WITH STUDENTS AT IU SOUTH BEND. A STUDENT'S FAILURE TO RECEIVE OR READ OFFICIAL UNIVERSITY COMMUNICATIONS SENT TO THE STUDENT'S OFFICIAL E-MAIL ADDRESS DOES NOT ABSOLVE THE STUDENT FROM KNOWING AND COMPLYING WITH THE CONTENT OF THE OFFICIAL COMMUNICATION. IT IS RECOMMENDED THAT STUDENTS CHECK E-MAIL MESSAGES AT LEAST ONCE A DAY. STUDENTS ARE MADE AWARE OF PROGRAM CHANGES VIA E-MAIL SENT TO THEIR UNIVERSITY ADDRESS.**

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## COUNSELING AND HUMAN SERVICES

**COORDINATOR:** Linton

**CONTACT:** Director of Education Student Services

**OFFICE:** Greenlawn Hall 120

**TELEPHONE:** (574) 520-4845

**INTERNET ADDRESS:**

[www.iusb.edu/~edud/counsel/index.shtml](http://www.iusb.edu/~edud/counsel/index.shtml)

The IU South Bend Counseling and Human Services program provides quality professional education to graduate students seeking counseling careers in education, mental health services, business, and community or government agencies. The curriculum provides theoretical courses and supervised professional experiences. Internship experiences are also offered for those seeking state licensure.

Students enrolled in the program come from a variety of undergraduate backgrounds; the majority of students are employed full time while attending graduate school. Students may choose from the community or school counseling tracks. Counseling graduates successfully serve in institutions of higher education, in area personnel departments, in administrative positions in social agencies, as well

as counsel in public and private counseling agencies. Graduates in school counseling are prepared to serve grades K-12 and have jobs in area schools.

The program is limited to 24 students selected each year who work together over a three-year period to complete the degree of Master of Science in Education, Counseling and Human Services.

### ADDITIONAL ADMISSION REQUIREMENTS

- General application requirements and procedures as described in preceding section on admission.
- Additional items to be submitted prior to the first EDUC-G 500 Orientation to Counseling and Ethics class session include a written statement of personal philosophy and three letters of recommendation.
- Documented paid or volunteer experience in the human services or related field is desired.
- Successful completion of EDUC-G 500 Orientation to Counseling and Ethics (offered in the fall of each year).
- An interview with resident faculty, generally scheduled near the end of the EDUC-G 500 Orientation to Counseling and Ethics. Students must be enrolled in the EDUC-G 500 Orientation to Counseling and Ethics (or have already completed it) and have furnished all of the above materials to qualify for an interview.
- Students selected for the program make a commitment to progress through the program, and participate as members of an established reference group, for approximately three years, or until graduation.
- Students may only transfer 6 credit hours of course work into the program.

### PROGRAM REQUIREMENTS

#### SCHOOL COUNSELING TRACK

##### *First Year Courses*

- EDUC-G 500 Orientation to Counseling and Ethics
- EDUC-G 505 Individual Appraisal: Principles and Procedures
- EDUC-G 522 Counseling Theory
- EDUC-G 532 Introduction to Group Counseling
- EDUC-P 514 Life Span Development: Birth-Death

Students must register for EDUC-P 506 Topic Workshop in Education Psychology each semester.

##### *Second Year Courses*

- EDUC-G 501 Counseling Group Laboratory
- EDUC-G 506 Personality Development: Growth of Normal and Deviant Styles
- EDUC-G 507 Lifestyle and Career Development
- EDUC-G 524 Practicum in Counseling
- EDUC-G 562 School Counseling: Intervention, Consultation, and Program Development
- EDUC-P 503 Introduction to Research

Students must register for EDUC-P 506 Topic Workshop in Education Psychology each semester.

**Third Year Courses**

- EDUC-G 501 Counseling Group Laboratory  
 EDUC-G 525 Advanced Practicum (for certified teachers instead of EDUC-G 550)  
 EDUC-G 550 Internship in Counseling and Guidance (School counselors who hold a teaching certificate may take an elective in place of EDUC-G 550 during the spring semester)  
 EDUC-G 575 Multicultural Counseling  
 EDUC-G 592 Seminar in Drug/Alcohol Abuse Prevention  
 EDUC-G 598 Comprehensive Examination in Counseling (0 cr.)  
 EDUC-G 599 Specialization Project in Counseling (0 cr.)

Students must register for EDUC-P 506 Topic Workshop in Education Psychology each semester.

**COMMUNITY COUNSELING****First Year Courses**

- EDUC-G 500 Orientation to Counseling and Ethics  
 EDUC-G 505 Individual Appraisal: Principles and Procedures  
 EDUC-G 522 Counseling Theory  
 EDUC-G 532 Introduction to Group Counseling  
 EDUC-P 514 Life Span Development: Birth-Death

Students must register for EDUC-P 506 Topic Workshop in Education Psychology each semester.

**Second Year Courses**

- EDUC-G 501 Counseling Group Laboratory  
 EDUC-G 506 Personality Development: Growth of Normal and Deviant Styles  
 EDUC-G 507 Lifestyle and Career Development  
 EDUC-G 524 Practicum in Counseling  
 EDUC-G 563 Foundations of Mental Health Counseling  
 EDUC-P 503 Introduction to Research

Students must register for EDUC-P 506 Topic Workshop in Education Psychology each semester.

**Third Year Courses**

- EDUC-G 501 Counseling Group Laboratory  
 EDUC-G 550 Internship in School Counseling and Guidance  
 EDUC-G 575 Multicultural Counseling  
 EDUC-G 592 Seminar in Drug/Alcohol Abuse Prevention  
 EDUC-G 598 Comprehensive Examination in Counseling (0 cr.)  
 EDUC-G 599 Specialization Project in Counseling (0 cr.)

Students must register for EDUC-P 506 Topic Workshop in Education Psychology each semester.

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**EDUCATIONAL LEADERSHIP**

**COORDINATOR:** Linton

**CONTACT:** Director of Education Student Services

**OFFICE:** Greenlawn Hall 120

**TELEPHONE:** (574) 520-4845

**INTERNET ADDRESS:** [www.iusb.edu/~edud](http://www.iusb.edu/~edud)

The Educational Leadership program was developed especially for those who desire licensure for a principalship in Indiana. The Indiana principal licensure is a PK-12 license and the IU South Bend cohort program addresses the knowledge, dispositions, and performances required of school leaders.

There are two methods for obtaining the necessary course work to complete the program:

- For those who already possess a master's degree and pre-requisites, there is a 27 credit hour cohort program.
- For those who do not yet have a master's degree, there is a combined Master of Science in Education with an emphasis in elementary or secondary, combined with the 27 credit hour Educational Leadership cohort program to obtain licensure for the principalship.

IU South Bend's Educational Leadership program utilizes extensive field experiences, authentic learning, and problem solving as major ingredients for each course; leaving students informed, skilled, and well prepared for successful completion of the state licensing examination. The two-year cohort structure insures a consistently small class size and promotes the development of close and supportive collegial bonds. At the time students graduate, they have not only acquired the essential skills for successful schools, but they have also established a strong professional network, essential to success as an administrator.

**PROGRAM REQUIREMENTS**

Master of Science in Education, secondary or elementary education with K-12 licensure in Educational Leadership. Students must have prior approval from the director of educational leadership to be sure all prerequisites are met.

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

**Prerequisites (24 cr.)**

Prerequisites to admission to the school leadership major: Student must possess knowledge of one of the following areas:

- EDUC-W 200 Using Computers in Education  
 (or equivalent of 3 cr.)  
 (recent=5 years or proficient)

- EDUC-R 503 Application of Instructional Media and Technology

Select one of the following:

- EDUC-K 205 Introduction to Exceptional Children  
 EDUC-K 505 Introduction to Special Education for Graduate Students (equivalent of 3 cr.) (recent=5 years or proficient)

EDUC-H 520 Education and Social Issues

Select one of the following (depending on prior course work):

EDUC-E 535 Elementary School Curriculum

EDUC-S 530 Junior High and Middle School Curriculum

EDUC-S 503 Secondary School Curriculum

Select one of the following (depending on prior course work):

EDUC-P 515 Child Development

EDUC-P 516 Adolescent Behavior and Development

EDUC-P 507 Assessment in the Schools

EDUC-P 503 Introduction to Research

#### **Core Courses (27 cr.)**

EDUC-A 500 Introduction to Educational Leadership

EDUC-A 630 Economic Dimensions of Education

EDUC-A 608 Legal Perspectives on Education

EDUC-A 504 Knowledge of Teaching and Learning (6 cr.)

EDUC-A 625 Administration of Elementary Schools

EDUC-A 627 Secondary School Administration

EDUC-A 510 School-Community Relations

EDUC-A 590 Research in School Administration

## **ELEMENTARY EDUCATION**

**COORDINATOR:** Cress

**CONTACT:** Director of Education Student Services

**OFFICE:** Greenlawn Hall 120

**TELEPHONE:** (574) 520-4845

**INTERNET ADDRESS:** [www.iusb.edu/~educ](http://www.iusb.edu/~educ)

The Elementary Education program covers early childhood and middle childhood developmental levels. Graduates are licensed to teach in elementary, primary, and intermediate settings.

### **MASTER OF SCIENCE IN EDUCATION STUDENTS**

Graduate students may complete a Master of Science in Education, Elementary. Students complete at least 36 hours of course work for this degree. Students are advised on an individual basis. Students interested in discussing degree requirements should contact the Office of Education Student Services to arrange an appointment. All students complete a research project during the last two semesters of their graduate program.

### **ADDITIONAL ADMISSION REQUIREMENTS**

Admission requirements are specified in the preceding section and include:

- Undergraduate GPA of 3.0 or higher, out of 4.0
- Passing scores for Praxis I (reading, writing, mathematics)
- Passing grade in an introductory computing course, CLEP, or equivalent

- Approval of application by the coordinator of the Elementary Education program

- Students may only transfer 6 credit hours of course work

### **MASTER OF SCIENCE IN EDUCATION, ELEMENTARY, PROGRAM REQUIREMENTS**

#### **GENERALIST/CURRICULUM AND INSTRUCTION FOCUS**

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

#### **Professional Education (36-39 cr.)**

EDUC-P 515 Child Development

EDUC-E 535 Elementary School Curriculum

EDUC-H 520 Education and Social Issues

EDUC-P 507 Assessment in the Schools

EDUC-P 503 Introduction to Research

EDUC-E 591 Research Project in Elementary Education

EDUC-K 505 Introduction to Special Education for Graduate Students (if no undergraduate equivalent has been taken)

EDUC-E 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools

EDUC-J 511 Methods of Individualizing Instruction

EDUC-P 570 Managing Classroom Behavior

Select one of the following:

EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary School

EDUC-E 549 Advanced Study in the Teaching of Language Arts in Elementary School

EDUC-E 547 Advanced Study in the Teaching of Social Studies in Elementary School

Select one of the following:

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary School

EDUC-E 555 Topics in Environmental Science

### **MASTER OF SCIENCE IN EDUCATION, ELEMENTARY, WITH A LITERACY FOCUS**

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

#### **Program Requirements (18-21 cr.)**

EDUC-P 515 Child Development

EDUC-E 535 Elementary School Curriculum

EDUC-H 520 Education and Social Issues

EDUC-P 507 Assessment in the Schools

EDUC-P 503 Introduction to Research

EDUC-E 591 Research Project in Elementary Education

EDUC-K 505 Introduction to Special Education for Graduate Students (if no undergraduate equivalent has been taken)

#### **Add to Early Childhood/Middle Childhood (18 cr.)**

EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary School

Select one of the following:

- EDUC-L 559 Trade Books in Elementary Classrooms
- EDUC-L 533 Library Materials for Children and Young Adults

- EDUC-X 501 Critical Reading in the Content Areas
- EDUC-X 502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language
- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
- EDUC-X 525 Practicum in Reading

**MASTER OF SCIENCE IN EDUCATION,  
ELEMENTARY, WITH AN EARLY CHILDHOOD  
EDUCATION CONCENTRATION**

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

**Program Requirements**

- EDUC-P 515 Child Development
- EDUC-E 506 Curriculum in Early Childhood Education
- EDUC-H 520 Education and Social Issues
- EDUC-P 507 Assessment in the Schools
- EDUC-P 503 Introduction to Research
- EDUC-E 591 Research Project in Elementary Education
- EDUC-K 505 Introduction to Special Education for Graduate Students (if no undergraduate equivalent has been taken)

**Courses for Concentration in Early Childhood Education**

- EDUC-E 508 Seminar in Early Childhood Education
- EDUC-E 505 Organization and Administration of Nursery Schools and Kindergartens
- EDUC-E 507 Evaluation of Classroom Behavior
- EDUC-E 524 Workshop in Early Childhood Education
- EDUC-E 509 Internship in Early Childhood Education
- EDUC-E 449 Trade Books in the Classroom

**MASTER OF SCIENCE IN EDUCATION,  
ELEMENTARY, WITH ENGLISH AS A NEW  
LANGUAGE CERTIFICATION (EARLY  
CHILDHOOD/MIDDLE CHILDHOOD)**

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

**Basic Requirements (18-21 cr.)**

- EDUC-P 515 Child Development
- EDUC-E 535 Elementary School Curriculum
- EDUC-H 520 Education and Social Issues
- EDUC-P 507 Testing in the Classroom
- EDUC-P 503 Introduction to Research
- EDUC-E 591 Research Project in Elementary Education
- EDUC-K 505 Introduction to Special Education for Graduate Students (not required if equivalent undergraduate course EDUC-K 205 or EDUC-K 305 was taken within the last eight years)

**Content Courses (21 - 22 cr.)**

- EDUC-E 545 Advanced Study in Teaching Reading in the Elementary School

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom

- EDUC-L 536 Methods and Materials for Teaching ESL
- EDUC-M401 Laboratory/Field Experience (0 cr.)
- EDUC-M550 Practicum in ESL

Select one of the following:

- EDUC-L 533 Library Materials for Children and Young Adults

EDUC-L 559 Trade Books in Elementary Classrooms

Select one of the following:

- EDUC-X502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language

EDUC-G552 Linguistics and Teachers of English

**MASTER OF SCIENCE IN EDUCATION,  
ELEMENTARY, WITH BUILDING ADMINISTRATOR  
CERTIFICATION**

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

**Basic Requirements (15 cr.)**

Must be completed before beginning cohort courses.

- EDUC-H 520 Education and Social Issues
- EDUC-P 507 Testing in the Classroom
- EDUC-P 503 Introduction to Research
- EDUC-E 535 Elementary Curriculum
- EDUC-P 515 Child Development

**Educational Leadership Cohort Classes (27 cr.)**

Cohort requires separate admissions application and a cumulative GPA of 3.0.

- EDUC-A 500 School Administration
- EDUC-A 630 Economic Dimensions of Education
- EDUC-A 608 Legal Perspectives on Education
- EDUC-A 504 Knowledge of Teaching and Learning
- EDUC-A 625 Administration of Elementary Schools
- EDUC-A 627 Administration of Secondary Schools
- EDUC-A 510 School-Community Relations
- EDUC-A 590 Research and Portfolio in School Administration

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## SECONDARY EDUCATION

**COORDINATOR:** Okrah

**CONTACT:** Director of Education Student Services

**OFFICE:** Greenlawn Hall 120

**TELEPHONE:** (574) 520-4845

**INTERNET ADDRESS:** [www.iusb.edu/~edud](http://www.iusb.edu/~edud)

**MASTER OF SCIENCE IN EDUCATION, SECONDARY**

Students entering the graduate secondary education master's degree program at IU South Bend are primarily practicing professionals in the field of secondary (middle school and high school) education. The goal of our program is to support them as professionals and foster a commitment to acquire and use professional knowledge, skills, and dispositions to prepare them for the future.



The Master of Science in Education, Secondary, requires a minimum of 36 credit hours of graduate courses in the content area, in professional education, and in research; including a capstone research project during their last two semesters. For an application or advising information, including specific course work, please contact the Office of Education Student Services to make an appointment with the graduate advisor.

### ADDITIONAL ADMISSION REQUIREMENTS

Admission requirements are specified in the preceding section and include:

- Passing grade in an introductory computing course, CLEP, or equivalent
- Passing scores for Praxis I (reading, writing, mathematics) for those seeking initial certification
- Approval of application by the coordinator of the Secondary Education program
- Students may only transfer 6 credit hours of course work

### PROGRAM REQUIREMENTS

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

#### Block I (21 cr.)

- EDUC-H 520 Education and Social Issues
- EDUC-K 524 Teaching Students with Special Needs in the Secondary Classroom
- EDUC-P 503 Introduction to Research
- EDUC-P 507 Assessment in the Schools
- EDUC-P 516 Adolescent Behavior and Development
- EDUC-R 503 Application of Instructional Media and Technology

Select one of the following:

- EDUC-S 503 Secondary School Curriculum
- EDUC-S 530 Junior High and Middle School Curriculum

#### Block II—Elective Focus (15 cr.)

- EDUC-S 591 Research Project in Secondary Education
- Students choose a focus area and select 12 credit hours of elective courses

Students should make an appointment with an advisor in the Office of Education Student Services, Greenlawn Hall 120, for an evaluation.

### MASTER OF SCIENCE IN EDUCATION, SECONDARY, WITH READING CERTIFICATION

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

#### Block I—Foundations (18 cr.)

- EDUC-H 520 Education and Social Issues,
- EDUC-P 516 Adolescent Behavior and Development
- EDUC-P 507 Assessment in the Schools
- EDUC-P 503 Introduction to Research
- EDUC-S 591 Research Project in Secondary Education (taken at end of program)

Select one of the following:

- EDUC-S 503 Secondary School Curriculum
- EDUC-S 530 Junior High and Middle School Curriculum

#### Block II—Pedagogical Content Courses (18 cr.)

- EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School
  - EDUC-X 501 Critical Reading in the Content Areas
  - EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
  - EDUC-X 525 Practicum in Reading
- Select one of the following:
- ENG-L 376 Literature for Adolescents
  - EDUC-L 533 Library Materials for Children and Young Adults
- Select one of the following:
- EDUC-X 502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language
  - ENG-G 552 Linguistics and the Teacher of English (4 cr.)

### MASTER OF SCIENCE IN EDUCATION, SECONDARY, WITH ENGLISH AS A NEW LANGUAGE CERTIFICATION

#### PROGRAM REQUIREMENTS

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

#### Basic Requirements (18 cr.)

- EDUC-H 520 Education and Social Issues
- EDUC-P 516 Adolescent Behavior and Development
- EDUC-P 507 Testing in the Classroom
- EDUC-P 503 Introduction to Research
- EDUC-S 591 Research Project in Elementary Education

Select one of the following:

- EDUC-S 503 Secondary School Curriculum
- EDUC-S 530 Junior High/Middle School Curriculum

#### Content Courses (18-19 cr.)

- EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School
  - EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
  - EDUC-L 536 Methods and Materials for Teaching ESL
  - EDUC-M401 Laboratory/Field Experience (0 cr.)
  - EDUC-M550 Practicum in ESL
- Select one of the following:
- EDUC-L 533 Library Materials for Children and Young Adults
  - EDUC-L 535 Teaching Adolescent Literature
- Select one of the following:
- EDUC-X502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language
  - ENG-G 552 Linguistics and Teachers of English

### MASTER OF SCIENCE IN SECONDARY, WITH INITIAL TEACHER CERTIFICATION

This program allows students who already have a bachelor's degree to obtain a state teaching license. The program is structured to meet all of the School of Education's professional education requirements (approximately 45 credit hours) and to allow the student to meet the requirements of a Master of Science in Education degree concurrently. Secondary graduate certification students must complete a number of education courses as well as any relevant additional courses in their area of specialization to obtain state licensure. Successful graduates obtain state licensure for the *middle school (early adolescence) and high school (adolescent/young adult)* settings in one or more of the following content areas corresponding with the existing bachelor's degree:

- Mathematics
- English/Language Arts
- World Languages (French or Spanish)
- Social Studies (student selects three areas from the following six options: historical perspectives, government and citizenship, geographical perspectives, economics, psychology, and sociology)
- Science (student selects one or more areas from the following: life science, earth/space science, physical science, physics, chemistry, or life and earth/space science)

Students may also add the following areas to any of the above content areas:

- English as a New Language
- Reading
- Special Education—Mild Interventions
- Other content areas may be combined with those listed above

All students in the M.S. in secondary education program working on initial teacher certification must meet the student teaching eligibility requirements listed on page 178.

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

#### **Block I—Professional Education/Foundations (21 cr.)**

- EDUC-H 520 Education and Social Issues
- EDUC-K 505 Introduction to Special Education for Graduate Students
- EDUC-M501 Laboratory/Field Experience
- EDUC-P 507 Assessment in the Schools
- EDUC-P 510 Psychology in Teaching
- EDUC-R 503 Application of Instructional Media and Technology
- EDUC-S 512 Workshop in Secondary Education: General Methods

Select one of the following:

- EDUC-S 503 Secondary School Curriculum
- EDUC-S 530 Junior High and Middle School Curriculum

#### **Block II—Pedagogical Content/Advanced Methods Courses/Student Teaching (30 cr.)**

- EDUC-K 524 Teaching Students with Special Needs in the Secondary Classroom
- EDUC-M 401 Laboratory/Field Experience (0-1 cr.) (to accompany advanced methods class)
- EDUC-M 451 Student Teaching in the Junior High/Middle School (6 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (6 cr.)
- EDUC-P 475 Adolescent Development and Classroom Management
- EDUC-P 503 Introduction to Research
- EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School
- EDUC-S 591 Research Project in Secondary Education

Select one of the following:

- EDUC-S 516 Advanced Study in the Teaching of Secondary School English Language Arts
- EDUC-S 517 Advanced Study in the Teaching of Secondary School Mathematics
- EDUC-S 518 Advanced Study in the Teaching of Secondary School Science
- EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies
- EDUC-S 520 Advanced Study in the Teaching of Foreign Language

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## SPECIAL EDUCATION

**COORDINATOR:** R. L. Smith

**CONTACT:** Director of Education Student Services

**OFFICE:** Greenlawn Hall 120

**TELEPHONE:** (574) 520-4845

**INTERNET ADDRESS:** [www.iusb.edu/~educ](http://www.iusb.edu/~educ)

Master of Science in Education, Special Education without any licensure areas is currently under revision. Please contact the Office of Education Student Services for additional information if interested in this degree.

#### **ADDITIONAL ADMISSION REQUIREMENTS**

- General application requirements and procedures as described in preceding section on admission
- Written responses to a series of questions aligned with our conceptual framework
- Two professional letters of recommendation

**NOTE: STUDENTS SEEKING INITIAL LICENSURE AT THE GRADUATE LEVEL IN ANY AREA OF SPECIAL EDUCATION MUST TAKE AND PASS THE PRAXIS I PREPROFESSIONAL SKILLS TEST BY THE END OF THE FIRST 6 CREDIT HOURS OF GRADUATE COURSE WORK.**

Students may only transfer 6 credit hours of course work.

## MASTER OF SCIENCE IN EDUCATION, SPECIAL EDUCATION

Graduate students may complete a Master of Science in Education, Special Education, degree. Students complete a minimum of 36 credit hours for this degree. In most cases, graduate students may use some of the course work taken for licensure toward their graduate degree in special education. Again, students are advised on an individual basis. Students interested in discussing degree requirements should contact the Office of Education Student Services to arrange an appointment. All degree-seeking students must apply separately for admission to the Master of Science in Education, Special Education, program. Students must have, and maintain, a 3.0 GPA while pursuing the degree.

### GRADUATE CERTIFICATION STUDENTS

Graduate students interested in completing a certification in mild interventions are advised on an individual basis. Students must complete an application for admission to the graduate certification program in mild interventions. After completing an application, students should arrange for an appointment to meet with an academic advisor. In most cases, students must supply a transcript from their undergraduate degree program, and from all other postbaccalaureate programs, in order to plan an appropriate course of study with an advisor. Students must earn and maintain a 2.5 GPA while completing certification requirements.

**NOTE: THESE PROGRAMS ARE CURRENT AS OF SPRING 2007.**

**EACH IS UNDER REVISION, HOWEVER, AND STUDENTS SHOULD MEET WITH AN ADVISOR FOR THE CURRENT PROGRAM SEQUENCES.**

## MASTER OF SCIENCE IN EDUCATION, SPECIAL EDUCATION, WITH AN ADDITIONAL LICENSE IN MILD INTERVENTIONS (EARLY CHILDHOOD/MIDDLE CHILDHOOD)

### PROGRAM REQUIREMENTS

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

#### **Professional Education Foundations (12 cr.)**

- EDUC-P 519 Psycho-Educational Assessment of Exceptional Children
- EDUC-P 503 Introduction to Research
- EDUC-Y 511 Action Research II: Independent Study
- EDUC-K 501 Adapting Computers for the Handicapped

#### **Special Education Foundations (9 cr.)**

- EDUC-K 505 Introduction to Special Education for Graduate Students
- EDUC-K 525 Survey of Mild Handicaps
- EDUC-K 543 Education of the Socially and Emotionally Disturbed I

#### **Special Education Pedagogical/Content Knowledge (15 cr.)**

- EDUC-K 523 Inclusive Strategies for Exceptional Students in the Elementary Classroom
- EDUC-K 565 Collaboration and Service Delivery

EDUC-K 553 Classroom Management and Behavior Support

EDUC-K 500 Topical Workshop in Special Education

EDUC-K 588 Supervised Teaching in Special Education

Students may be advised that they need additional prerequisites, depending on prior classes.

## MASTER OF SCIENCE IN EDUCATION, SPECIAL EDUCATION, WITH AN ADDITIONAL LICENSE IN MILD INTERVENTIONS (EARLY ADOLESCENCE/YOUNG ADULT)

### PROGRAM REQUIREMENTS

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

#### **Professional Education Foundations (12 cr.)**

- EDUC-P 519 Psycho-Educational Assessment of Exceptional Children
- EDUC-P 503 Introduction to Research
- EDUC-Y 511 Action Research II: Independent Study
- EDUC-K 501 Adapting Computers for the Handicapped

#### **Special Education Foundations (9 cr.)**

- EDUC-K 505 Introduction to Special Education for Graduate Students
- EDUC-K 525 Survey of Mild Handicaps
- EDUC-K 543 Education of the Socially and Emotionally Disturbed I

#### **Special Education Pedagogical/Content Knowledge (15 cr.)**

- EDUC-K 524 Teaching Students with Special Needs in the Secondary Classroom
- EDUC-K 565 Collaboration and Service Delivery
- EDUC-K 553 Classroom Management and Behavior Support
- EDUC-K 500 Topical Workshop in Special Education
- EDUC-K 588 Supervised Teaching in Special Education

Students may be advised that they need additional prerequisites, depending on prior classes.

## MASTER OF SCIENCE IN EDUCATION, SPECIAL EDUCATION, WITH INITIAL LICENSURE IN MILD INTERVENTIONS (EARLY ADOLESCENCE/YOUNG ADULT)

### PROGRAM REQUIREMENTS

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

#### **Professional Foundations (24 cr.)**

- EDUC-H 520 Education and Social Issues
  - EDUC-P 519 Psycho-Educational Assessment of Exceptional Children
  - EDUC-P 516 Adolescent Behavior and Development
- Select one of the following:
- EDUC-S 503 Secondary School Curriculum
  - EDUC-S 530 Junior High and Middle School Curriculum
  - EDUC-P 510 Psychology in Teaching
  - EDUC-P 503 Introduction to Research

- EDUC-Y 511 Action Research II: Independent Study  
 EDUC-K 501 Adapting Computers for the Handicapped

**Special Education Foundations (9 cr.)**

- EDUC-K 505 Introduction to Special Education for Graduate Students  
 EDUC-K 525 Survey of Mild Handicaps  
 EDUC-K 543 Education of the Socially and Emotionally Disturbed I

**Special Education Pedagogical/Content Knowledge (31 cr.)**

- EDUC-K 524 Teaching Students with Special Needs in the Secondary Classroom  
 EDUC-K 565 Collaboration and Service Delivery  
 EDUC-K 553 Classroom Management and Behavior Support  
 EDUC-K 500 Topical Workshop in Special Education  
 EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School  
 EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom  
 EDUC-S 517 Advanced Study in the Teaching of Secondary School Mathematics  
 EDUC-K 588 Supervised Teaching in Special Education (3-10 cr.)

**MASTER OF SCIENCE IN EDUCATION, SPECIAL EDUCATION, WITH INITIAL LICENSURE IN MILD INTERVENTIONS (EARLY CHILDHOOD/MIDDLE CHILDHOOD)****PROGRAM REQUIREMENTS**

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

**Professional Foundations (24 cr.)**

- EDUC-H 520 Education and Social Issues  
 EDUC-P 519 Psycho-Educational Assessment of Exceptional Children  
 EDUC-P 515 Child Development  
 EDUC-E 535 Elementary School Curriculum  
 EDUC-P 510 Psychology in Teaching  
 EDUC-P 503 Introduction to Research  
 EDUC-Y 511 Action Research II: Independent Study  
 EDUC-K 501 Adapting Computers for the Handicapped

**Special Education Foundations (9 cr.)**

- EDUC-K 505 Introduction to Special Education for Graduate Students  
 EDUC-K 525 Survey of Mild Handicaps  
 EDUC-K 543 Education of the Socially and Emotionally Disturbed I

**Special Education Pedagogical Content Knowledge (31 cr.)**

- EDUC-K 523 Inclusive Strategies for Exceptional Children in the Elementary Classroom  
 EDUC-K 565 Collaboration and Service Delivery  
 EDUC-K 553 Classroom Management and Behavior Support

- EDUC-K 500 Topical Workshop in Special Education  
 EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary School  
 EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom  
 EDUC-E 543 Advanced Study in the Teaching of Mathematics in the Elementary School  
 EDUC-K 588 Supervised Teaching in Special Education (10 cr.)

**GRADUATE LICENSURE IN INTENSE INTERVENTIONS (MUST BE ADDED TO AN EXISTING LICENSE IN MILD INTERVENTIONS)****PROGRAM REQUIREMENTS**

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

**Special Education Course Work (12 cr.)**

- EDUC-K 531 Teaching the Severely Handicapped I  
 EDUC-K 532 Teaching the Severely Handicapped II  
 EDUC-K 534 Behavior Management of Severely Handicapped  
 EDUC-K 588 Supervised Teaching in Special Education

**TRANSITION TO TEACHING**

The Transition to Teaching programs in the School of Education are alternative routes to teacher licensure in the state of Indiana. The Transition to Teaching curriculum is an intensive 12 to 16 month sequence of courses and activities. The program is offered when there are an adequate number of cohort applicants who commit to participation. Programs are offered in most program areas at IU South Bend in the School of Education or through a consortium agreement with other local colleges and universities. Criteria for admission include a bachelor's degree with a 3.0 average and additional requirements, including some that are specified by each program or licensure area. Applicants with a lower GPA and related work experience are also considered for admission. Each student must be individually advised and their prior learning experiences evaluated and assessed. To complete the program, students must demonstrate appropriate mastery of the Indiana state licensure standards. The implementation and continuation of the Transition to Teaching programs are subject to change, depending on fiscal viability and state policies. For more information regarding this program and the application process, students should make an appointment with a School of Education advisor.

**Secondary Transition to Teaching**

This program is for students who already possess a bachelor's degree in a field outside of education and want to obtain an Indiana teaching license in a subject field. Students must be admitted to the cohort Transition to Teaching program in secondary education. Students must pass Praxis II and meet other admission requirements. Additional courses in the areas of specialization may be required. Consult with a graduate advisor for further information.

- EDUC-K 524 Teaching Students with Special Needs in the Secondary Classroom  
 EDUC-M500 Integrated Professional Seminar (1 cr.)  
 EDUC-P 475 Adolescent Development and Classroom Management  
 EDUC-R 503 Application of Instructional Media and Technology  
 EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School

Select one of the following:

- EDUC-S 516 Advanced Study in the Teaching of Secondary School Language Arts  
 EDUC-S 517 Advanced Study in the Teaching of Secondary School Mathematics  
 EDUC-S 518 Advanced Study in the Teaching of Secondary School Science  
 EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies  
 EDUC-S 520 Advanced Study in Foreign Language Teaching

### ADDITIONAL CERTIFICATIONS

Students may add an additional certification to a current teaching license. The following sections describe additional certifications and list required course work. Students should meet with an advisor in the Office of Education Student Services if their current teaching license was issued under rules different from Rules 2002. Requirements may vary according to the rules under which a license was issued.

#### GRADUATE READING LICENSE—ADDED TO EARLY CHILDHOOD/MIDDLE CHILDHOOD

- EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary School  
 EDUC-P 507 Assessment in the Schools  
 EDUC-X 501 Critical Reading in the Content Areas  
 EDUC-X 502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language  
 EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom

EDUC-X 525 Practicum in Reading

Select one of the following:

- EDUC-L 533 Library Materials for Children and Young Adults  
 EDUC-L 559 Trade Books in Elementary Classrooms

#### GRADUATE READING LICENSE—ADDED TO EARLY ADOLESCENT/YOUNG ADULT

- EDUC-P 507 Assessment in the Schools  
 EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School  
 EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom  
 EDUC-X 525 Practicum in Reading

- EDUC-L 533 Library Materials for Children and Young Adults  
 EDUC-X 501 Critical Reading in the Content Areas  
 Select one of the following:  
 ENG-G 552 Linguistics and the Teacher of English (4 cr.)  
 EDUC-X502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language

#### GRADUATE MILD INTERVENTIONS LICENSE—ADDED TO EARLY CHILDHOOD/MIDDLE CHILDHOOD\*

- EDUC-K 523 Inclusive Strategies for Exceptional Children in the Elementary Classroom  
 EDUC-K 505 Introduction to Special Education for Graduate Students  
 EDUC-K 525 Survey of Mild Handicaps  
 EDUC-K 543 Education of the Socially and Emotionally Disturbed I  
 EDUC-K 553 Classroom Management and Behavior Support  
 EDUC-K 565 Collaboration and Service Delivery  
 EDUC-K 588 Supervised Teaching in Special Education  
 EDUC-P 519 Psycho-Educational Assessment of Exceptional Children  
 EDUC-K 501 Adapting Computers for the Handicapped

#### GRADUATE MILD INTERVENTIONS LICENSE—ADDED TO EARLY ADOLESCENCE/YOUNG ADULT\*

- EDUC-K 524 Teaching Students with Special Needs in the Secondary Classroom  
 EDUC-K 505 Introduction to Special Education for Graduate Students  
 EDUC-K 525 Survey of Mild Handicaps  
 EDUC-K 543 Education of the Socially and Emotionally Disturbed I  
 EDUC-K 553 Classroom Management and Behavior Support  
 EDUC-K 565 Collaboration and Service Delivery  
 EDUC-K 588 Supervised Teaching in Special Education  
 EDUC-P 519 Psycho-Educational Assessment of Exceptional Children  
 EDUC-K 501 Adapting Computers for the Handicapped

#### GRADUATE LICENSURE IN INTENSE INTERVENTIONS

Must be added to mild interventions early childhood/middle childhood or mild interventions early adolescence/adolescence/young adult.

- EDUC-K 531 Teaching the Severely Handicapped I  
 EDUC-K 532 Teaching the Severely Handicapped II  
 EDUC-K 534 Behavior Management of Severely Handicapped  
 EDUC-K 588 Supervised Teaching in Special Education

\*Other courses may be required depending on prior course work.

## GRADUATE LICENSURE IN EDUCATIONAL LEADERSHIP

Students must be admitted to the cohort program in educational leadership and complete all prerequisite requirements before registering for all classes except EDUC-A 608 Legal Perspectives on Education.

EDUC-A 500 Introduction to Educational Leadership

EDUC-A 504 Knowledge of Teaching and Learning (6 cr.)

EDUC-A 510 School-Community Relations

EDUC-A 590 Research in School Administration

EDUC-A 608 Legal Perspectives on Education

EDUC-A 625 Administration of Elementary Schools

EDUC-A 627 Secondary School Administration

EDUC-A 630 Economic Dimensions of Education

## ENGLISH AS A NEW LANGUAGE (EARLY CHILDHOOD/MIDDLE CHILDHOOD)

### PROGRAM REQUIREMENTS (24 CR.)

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

EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary School

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom

EDUC-H 520 Education and Social Issues

EDUC-L 536 Methods and Materials for Teaching English as a Second Language

EDUC-M401 Laboratory/Field Experience (0 cr.)

EDUC-P 507 Assessment in Schools

EDUC-M550 Practicum in ESL

Select one of the following:

EDUC-L 533 Library Materials for Children and Young Adults

EDUC-L 559 Trade Books in the Elementary Classroom

Select one of the following:

EDUC-X502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language

EDUC-G552 Linguistics and Teachers of English

## ENGLISH AS A NEW LANGUAGE (EARLY ADOLESCENT/YOUNG ADULT)

### PROGRAM REQUIREMENTS (24 CR.)

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

EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom

EDUC-H 520 Education and Social Issues

EDUC-L 536 Methods and Materials for Teaching ESL

EDUC-M401 Laboratory/Field Experience (0 cr.)

EDUC-P 507 Assessment in Schools

EDUC-M550 Practicum in ESL

Select one of the following:

EDUC-L 533 Library Materials for Children and Young Adults

EDUC-L 535 Teaching Adolescent Literature

Select one of the following:

EDUC-X502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language

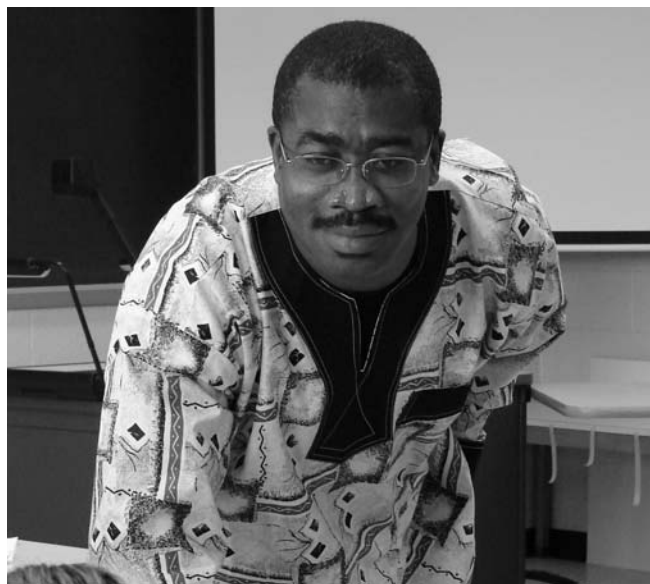
EDUC-G552 Linguistics and Teachers of English

## HEALTH OCCUPATIONS EDUCATION

The Health Occupations Education program was established in response to a demand for qualified educators in the allied health fields. It is a career mobility bachelor's degree for credentialed health specialists, designed to prepare the student for teaching in colleges and universities, vocational colleges and schools, clinical teaching centers, and programs sponsoring continuing and in-service education in the health fields. The program helps students develop the competencies required to teach effectively in their own fields of expertise. The degree is offered through the Indiana University—Purdue University Indianapolis (IUPUI) School of Education, though some course work necessary for the degree may be completed at IU South Bend or in the South Bend area. The Master of Science in Education degree with a major in health occupations is also available. Contact the IUPUI Office of Education Student Services at (317) 274-6842 or <http://education.iupui.edu/> for further information.

## ADVANCED PROGRAM FOR CERTIFICATION AS TEACHER OF LIBRARY MEDIA

The advanced program for certification as teacher of library media offers selected courses at the IU South Bend campus. See details at: [www.slis.iupui.edu/programs/advanced\\_LM.html](http://www.slis.iupui.edu/programs/advanced_LM.html)



# SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

**LEDA MCINTYRE HALL, ASSISTANT DEAN**

**OFFICE: WIEKAMP HALL 2227**

**TELEPHONE: (574) 520-4549**

**INTERNET ADDRESS: [www.iusb.edu/~sbspea](http://www.iusb.edu/~sbspea)**

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**ASSOCIATE PROFESSORS:** Hall, Peat, Singh  
**ASSISTANT PROFESSORS:** Candler, Sobolewski, Trottier, Xu  
**FACULTY EMERITI:** Hamburg, Herr, Hojnacki, Metzcus



## MISSION STATEMENT

The mission of the School of Public and Environmental Affairs, Master of Public Affairs program, is to prepare leaders and managers to direct people and resources to serve an ever-changing community through education in public and community service and health care.

The program seeks to broaden comprehension of the economic, political, and social context in which people work, and to provide the theoretical knowledge required for administration in a broad range of organizations. Students learn critical thinking, problem solving, and communication skills which are essential to be effective managers.

### SPECIFIC GOALS

To prepare leaders, the School of Public and Environmental Affairs, Master of Public Affairs program will:

- Encourage a commitment to independent and life long learning
- Enhance the ability to communicate through listening, writing, and speaking
- Develop the ability to use quantitative skills for analytical purposes
- Instill economic and legal ways of thinking about issues
- Encourage the development of an ethical consciousness
- Develop an appreciation for and an ability to use theoretical knowledge about management and public policy
- Enhance the ability to understand and adapt to the ethical, social, economic, and political context of public policy
- Prepare graduates to use information technologies for the solving of problems in public affairs
- Develop expertise in policy and management in one of the concentrations

## MASTER OF PUBLIC AFFAIRS

**PROGRAM DIRECTOR:** Peat

**OFFICE:** Wiekamp Hall 2231

**TELEPHONE:** (574) 520-4549

**INTERNET ADDRESS:** [www.iusb.edu/~sbspea](http://www.iusb.edu/~sbspea)

### PROGRAM OBJECTIVES

The School of Public and Environmental Affairs (SPEA) offers the Master of Public Affairs (M.P.A.) degree and three graduate-level certificates: public management, health systems management, and nonprofit management. The Master of Public Affairs is an integrated course of study, providing knowledge and experience that can be used by managers and professionals in various roles within public-service oriented organizations. It is a multi-disciplinary program that includes elements of law, economics, political science, quantitative analysis, and sociology, in addition to the core management component. All students in the M.P.A. degree program must also select one of three areas of concentration. M.P.A. candidates must be certified as having achieved some on-the-job professional experience prior to graduation.

The M.P.A. program is accredited by the National Association of Schools of Public Affairs and Administration.

Students may be admitted to the M.P.A. program from a variety of educational backgrounds, including social sciences, humanities, and education. There are no undergraduate prerequisites for admission. SPEA at IU South Bend offers most of its graduate courses during the evening hours. Classes usually meet one evening per week, Monday through Thursday, for two and one-half hours.

### ADMISSION

Prospective students must submit an application for admission to:

Office of Graduate Admission and Retention  
IU South Bend  
1700 Mishawaka Avenue  
Post Office Box 7111  
South Bend, Indiana 46634-7111

Applications are available from SPEA at IU South Bend or online at [www.iusb.edu/~graduate](http://www.iusb.edu/~graduate). Completed applications must include a completed Master of Public Affairs application form with an essay, official transcript(s) of previous college and university work, three letters of reference and, if your undergraduate GPA is less than 3.0 on a 4.0 scale, Graduate Record Examination (GRE) scores. An application fee is required of all applicants.

If the applicant has not completed an undergraduate degree at the time of application, a decision is made on the strength of the student's work at the time of application. However, a final transcript, showing graduation, must be submitted before formal enrollment.

Information concerning the GRE is available from IU South Bend's Career Services Office, or from the SPEA recorder's office.

Applicants are to request three individuals, who are familiar with their academic and managerial potential, to complete an application reference form.

### COMMITTEE ON ADMISSION

The Graduate Admission Committee meets three times a year to consider applications for admission. To be considered, applicants must have all materials in the SPEA recorder's office by May 1, October 1, or February 1, respectively. Applicants are notified in writing of the committee's decision. The goal of the committee is to select applicants who can successfully complete graduate study and be effective in public affairs work. Toward that end, the committee evaluates the applicant's undergraduate scholastic performance, GRE scores (if necessary), letters of recommendation, and the student's application statement.

Following notice of admission, an applicant has one calendar year in which to enroll. Supplementary transcripts of any academic work undertaken during this period are required, and the school may request additional letters of recommendation. Should the updated material prove unsatisfactory, the admission may be cancelled. If an applicant fails to enroll within one year, a completely new application is required.

### ACCELERATED MASTER'S PROGRAM

The accelerated master's program allows students to fulfill some graduate program requirements during the senior year by counting courses toward both the graduate degree requirements and the undergraduate degree requirements. Students who demonstrate academic excellence in the Bachelor of Science in Public Affairs program or other



undergraduate programs by maintaining an undergraduate GPA of 3.5 or higher may apply for admission to the SPEA accelerated Master of Public Affairs graduate program during their junior year. Enrollment in the program requires the approval of the M.P.A. program director and the student's undergraduate advisor. The student may not take more than 12 credit hours in the Master of Public Affairs program prior to completing the undergraduate degree. The accelerated master's program does not entitle students to waive any requirements of the bachelor's degree they are pursuing.

Students seeking admission to, or desiring additional information regarding the SPEA accelerated master's program, may contact the SPEA graduate program director.

### **TRANSFER OF CREDIT**

Up to 9 credit hours of appropriate graduate course work may be transferred from other universities and applied toward the M.P.A. degree, with approval. Credit transfers reduce the Indiana University credit hours that must be earned. Requirement waivers, on the other hand, do not reduce credit hours to be earned, but do increase the elective choices available in a student's program.

### **SPECIAL STUDENTS**

Nondegree candidates may attend classes offered by the School of Public and Environmental Affairs if they are in good standing in another graduate program. Admission to this special student status permits students to enroll for credit in up to three courses offered by the school and for which they are qualified, provided that they are given permission by the course instructor and by the SPEA graduate program director.

Special student status does not, however, admit a student to any program in SPEA leading to an academic degree, nor does admission to special student status imply that degree status may be granted at a later date. Credits earned in special student status may be transferred to a degree program in the school only after formal admission to a degree program; and provided that such credits are consistent with the requirements established for the program for which the student has applied.

Individuals admitted to special student status may apply for admission to the M.P.A. degree program. In all cases, however, the student must satisfy all requirements which are established for the degree program.

### **PROVISIONAL STATUS**

Students may be admitted on a provisional basis. This provisional status is removed upon fulfillment of stipulated conditions. Students admitted on a provisional basis are required to attain a GPA of at least 3.0 for all graduate work completed by the end of the next semester of full-time enrollment, or its equivalent (12 credit hours). Failure to do so is cause for dismissal.

### **ACADEMIC STANDING**

To remain in good standing, and to qualify for graduation, students must maintain a minimum overall GPA of 3.0 on a 4.0 scale in all work taken for graduate credit. Only courses with grades of C or above may be counted toward degree requirements, although grades of C- and lower are used in computing the overall GPA. A course in which a C or above is earned can be retaken only on an audit basis. Courses in which a C- or below is received must be retaken. If the student receives a D or higher in a course for which an F was originally earned, the higher grade is used in computing the GPA instead of the F. The F grade remains on the student's transcript as FX. Students must apply with the SPEA recorder to have an F grade changed to FX.

### **PETITIONING PROCEDURES**

If a student wishes to petition the Graduate Admission Committee relative to such matters as dismissal, requirements, transfers, class load, etc., such requests must be presented in writing to the committee.

### **GRADUATION REQUIREMENTS**

It is the responsibility of the student to be certain that graduation or other academic requirements are met. The SPEA recorder keeps a record of the student's progress and aids in program planning. The student's program of study must be approved each semester by a faculty advisor.

### **DEGREE APPLICATION**

Candidates for graduation must file a formal application for a degree prior to the beginning of the semester in which they plan to graduate. The school is not responsible for students who fail to meet this requirement.

## **DEGREE REQUIREMENTS**

The M.P.A. degree requires the completion of 48 credit hours. This credit hour requirement can be reduced by as many as 12 credit hours by applying for SPEA Mid-Career option credit, which allows previous managerial and professional experience to be counted toward the degree requirement.

The M.P.A. course of study is divided into two distinct parts: the core curriculum (24 credit hours) and an individually selected concentration (12 credit hours). The remaining 12 credit hours are electives. In a graduate program, electives are normally used either to add breadth to a student's program, add depth to a concentration, or enhance particular skills such as quantitative analysis or a world language.

### **CORE COURSES**

*(Courses are 3 cr. hours, unless otherwise designated.)*

The M.P.A. core is designed to ensure that each student acquires the skills and theoretical knowledge required for effective management, and an understanding of the policy context within which managers work. Thus, 24 credit hours are required in analytical areas dealing with computer usage; quantitative, economic, and legal analysis; and in courses dealing with public management.

- SPEA-V 502 Public Management (1-3 cr.)  
 SPEA-V 506 Statistical Analysis for Public Affairs  
 SPEA-V 560 Public Finance and Budgeting (1-3 cr.)  
 SPEA-V 600 Capstone in Public and Environmental Affairs (1-6 cr.)  
 SPEA-V 680 Research Design and Methods in Public Affairs

Select one of the following:

- SPEA-H 514 Health Economics (odd years)  
 SPEA-V 517 Public Management Economics (even years)  
 SPEA-H 516 Health Services Delivery and the Law (even years)  
 SPEA-V 540 Law and Public Affairs (1-3 cr.) (odd years)

Select one of the following:

- SPEA-V 522 Human Resource Management in Nonprofit Organizations  
 SPEA-V 561 Public Personnel Management (1-3 cr.)

### FIELDS OF CONCENTRATION

The M.P.A. program at IU South Bend offers three concentrations: Health Systems Administration and Policy, Governmental Administration and Policy, and Nonprofit Administration and Policy. Concentrations are designed to give the student a focused educational experience in a substantive area of interest.

The student chooses a concentration and the course of study in the concentration area in consultation with the graduate program director. Courses offered both within SPEA and in other academic programs of the university are utilized. All concentrations require at least 12 credit hours of course work.

### HEALTH SYSTEMS ADMINISTRATION AND POLICY

The Health Systems Administration and Policy concentration is for professionals already working in health care organizations, as well as for students planning health care careers. This concentration affords students the opportunity to study policies, issues, and programs related to the health care field.



## CONCENTRATIONS

### GOVERNMENTAL ADMINISTRATION AND POLICY

(Courses are 3 cr. hours, unless otherwise designated.)

#### Required Courses (12 cr.)

- SPEA-V 512 Public Policy Process  
 SPEA-V 523 Civil Society and Public Policy  
 SPEA-V 595 Managerial Decision Making

Select one of the following:

- SPEA-V 563 The Planning Process  
 SPEA-V 575 Comparative Public Management and Administration

#### Electives (12 cr.)

Additional hours selected from courses required for the other concentrations

### HEALTH SYSTEMS ADMINISTRATION AND POLICY

(Courses are 3 cr. hours, unless otherwise designated.)

#### Required Courses (12 cr.)

- SPEA-H 501 Introduction to Health and Medical Care Organization  
 SPEA-H 507 Management of Individual and Group Behavior  
 SPEA-H 509 Health Services Financial Management I

Select one of the following:

- SPEA-H 503 Health Systems Organization and Management  
 SPEA-H 604 Ambulatory Care and Managed Care Programs

#### Electives (12 cr.)

Additional hours selected from courses required for the other concentrations

### NONPROFIT ADMINISTRATION AND POLICY

(Courses are 3 cr. hours, unless otherwise designated.)

#### Required Courses (12 cr.)

- SPEA-V 523 Civil Society and Public Policy  
 SPEA-V 525 Management in the Nonprofit Sector  
 SPEA-V 526 Financial Management for Nonprofit Organizations  
 SPEA-V 558 Fund Development for Nonprofits

#### Electives (12 cr.)

Additional hours selected from courses required for the other concentrations

## CERTIFICATE PROGRAMS

The certificate program is a flexible program designed for people who want a short course in management at the graduate level, as in the following examples:

- Those in public and community or health care organizations or agencies who wish to supplement their primary fields of professional or technical competence.
- People who are changing from professional or technical roles to managerial roles in their organizations.
- Career employees of public and community agencies or health care organizations who are interested in studying a

sequence of core courses in public or health care management.

- Students who wish to explore the field of public or health care management before committing themselves to an extended-degree program.
- Students in other graduate programs who may use elective course opportunities toward completion of a certificate.

### ADMISSION AND COMPLETION REQUIREMENTS FOR CERTIFICATE PROGRAM

- Minimum of a bachelor's degree with a 3.0 GPA
- Application to the SPEA graduate program director
- Completion of five program courses with a GPA of at least 3.0

### PROGRAM STATUS

Acceptance into a certificate program implies a more formalized special student status. Although such program acceptance does not guarantee subsequent admission to the regular graduate program, it does provide students with a performance record which is evaluated by the Admission Committee. Although no course requirements can be met by either course transfer or by course substitution, certificate program courses that are successfully completed are transferable to the M.P.A. degree program.

### CERTIFICATE PROGRAM REQUIREMENTS

*(Courses are 3 cr. hours, unless otherwise designated.)*

#### **Public Management Certificate (15 cr.)**

- SPEA-V 502 Public Management (1-3 cr.)
- SPEA-V 560 Public Finance and Budgeting (1-3 cr.)
- SPEA-V 561 Public Personnel Management (1-3 cr.)
- Two additional SPEA graduate public affairs courses
- Select one of the following:
  - SPEA-V 504 Public Organization
  - SPEA-V 540 Law and Public Affairs (1-3 cr.)
  - SPEA-V 562 Public Program Evaluation (1-3 cr.)
  - SPEA-V 563 The Planning Process (1-3 cr.)
  - SPEA-V 595 Managerial Decision Making
  - SPEA-V 665 Seminar in Policy and Administration

Students interested in continuing on for the Master of Public Affairs degree should consider selecting two elective courses from the M.P.A. core. One of these courses should be SPEA-V 506 Statistical Analysis for Public Affairs.

#### **Health Systems Management Certificate (15 cr.)**

- SPEA-H 501 Introduction to Health and Medical Care Organization
- SPEA-H 503 Health Systems Organization and Management
- SPEA-H 509 Health Services Financial Management I
- Select two additional courses with advisor approval

Although admission to this program does not guarantee subsequent admission to the M.P.A. program, eligible students may apply simultaneously for both programs. With admis-

sion to the M.P.A. program, all five courses of the Public Management certificate program are transferable to the M.P.A. program.

#### **Nonprofit Management Certificate (15 cr.)**

The Certificate in Nonprofit Management is a program of study designed to serve individuals who want exposure to the nonprofit sector and nonprofit management issues, but do not wish or need to pursue a degree in nonprofit management. The certificate complements other courses of study or career experience in such areas as social work, library science, and parks and recreation. Students pursuing a Nonprofit Management certificate gain an understanding of how to work in and with nonprofit organizations.

#### **Required Courses (9 cr.)**

- SPEA-V 522 Human Resource Management in Nonprofit Organizations
- SPEA-V 525 Management in the Nonprofit Sector
- SPEA-V 526 Financial Management for Nonprofit Organizations

#### **Electives (6 cr.)**

Two additional SPEA graduate courses

### INTERNSHIP/PRACTICUM PROGRAM

Up to 6 credit hours of practicum credit may be awarded to a student engaged in approved professional work experience. The experiential requirement can be met either through the SPEA practicum program, the Mid-Career Option plan, or an approved research project. The School of Public and Environmental Affairs sponsors and, when possible, organizes both on- and off-campus professional learning experiences for credit. Up to 6 credit hours of practicum credit may be awarded for relevant professional work experience. All practicum credit must be approved, in advance, by the graduate program director. Students wishing to make arrangements for practicum credit should contact their faculty advisor.

### MID-CAREER OPTION CREDIT

The purpose of the Mid-Career Option plan of the M.P.A. program is to recognize previously accumulated, relevant, training or experience by having the 48 credit hour degree requirement reduced by as many as 12 credit hours.

Students wishing to take advantage of the Mid-Career Option plan should complete the mid-career application after completing 9 credit hours of course work but before going beyond 24 credit hours. A determination of eligibility for the Mid-Career Option is made by the Graduate Admission Committee. Students granted the Mid-Career Option for more than 6 credit hours may not take SPEA-V 585 Practicum in Public Affairs for credit. Decisions about the Mid-Career Option are made separately from decisions about transfer of credit.

# SCHOOL OF SOCIAL WORK

**PAUL R. NEWCOMB, PROGRAM DIRECTOR**

**OFFICE: NORTHSIDE HALL 418**

**TELEPHONE: (574) 520-4880**

**INTERNET ADDRESS: [www.iusb.edu/~socw](http://www.iusb.edu/~socw)**

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**ASSOCIATE PROFESSOR:** Newcomb  
**ASSISTANT PROFESSORS:** Beathea, Ramsey  
**LECTURERS:** Lemp, Webb  
**COORDINATOR OF FIELD INSTRUCTION:** Webb



## MISSION STATEMENT

The mission of the Indiana University School of Social Work is to educate students to be effective and knowledgeable professional social workers prepared for practice in the twenty-first century. Such practitioners are committed to the alleviation of poverty, oppression, and discrimination. The school is dedicated to the enhancement of the quality of life for all people, particularly the citizens of Indiana, and to the advancement of just social, political, and economic conditions through excellence in teaching, scholarship, and service. Within the context of a diverse, multicultural, urbanized, global, and technologically oriented society, the school prepares social workers who shape solutions to a wide range of interpersonal and social problems by developing and using knowledge critically, while upholding the traditions, values, and ethics of the social work profession.

## TEACHING

The teaching mission is to educate students to become professional social workers equipped for a lifetime of learning, scholarship, and service. Graduates embrace person-in-environment and strengths; perspectives that are linked to the welfare of individuals, families, groups, organizations, and communities. They learn to keep abreast of advances in knowledge and technology, be self-reflective, and apply best practice and accountable models of intervention. The school prepares social work practitioners and scholars ready to assume leadership roles at the Master of Social Work level.

## SCHOLARSHIP

The scholarship mission includes the discovery, integration, application, dissemination, and evaluation of client-centered and solution-focused knowledge for and with social work professionals and other consumers. Innovative forms of scholarship are encouraged in developing knowledge for use in practice, education, and service concerning social needs and social problems.

## SERVICE

The service mission is dedicated to the promotion of the general welfare of all segments of society. Service includes work in the school, university, profession, and community and reflects the school's expertise in teaching, scholarship, and social work practice. Service in the interest of persons at greatest risk is consistent with the social work profession's attention to social justice.

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# MASTER OF SOCIAL WORK

## PROGRAM OBJECTIVES

Social work is a dynamic profession concerned with the changing needs of individuals, families, groups, organizations, and society. For those who are interested in this professional commitment, social work offers a broad range of practice settings: community mental health agencies, nursing homes, hospitals, schools, employee assistance programs, family service agencies, and community service agencies. In addition, professional social workers serve as administrators of various social service agencies. They also work in all levels of government, education, and a number of social workers have assumed political or legislative careers. The education and training they receive in a Master of Social Work (M.S.W.) program provides them with the skills they need to choose a career within the broad area of social work.

## ADMISSION REQUIREMENTS

Professional social work education requires the ability to undertake a rigorous program of classroom and field study. The school seeks to admit persons who demonstrate competency through their academic and work achievements and who give evidence of commitment to working toward the well-being of others and the betterment of social conditions. It also seeks to provide an ethnically and regionally diversified student body. Admission to the Indiana University School of Social Work is program specific.

The Indiana University School of Social Work at the South Bend campus offers a part-time evening program culminating in the Master of Social Work degree. The entire 60 credit hours are available on the South Bend campus for those interested in the interpersonal practice concentration. Transfer to the Indiana University—Purdue University Indianapolis campus is available to those wishing to finish the last 30 concentration credit hours in macro practice or other concentrations not offered on this campus. These include child welfare, health, and family services.

Admission to the IU South Bend Master of Social Work program is handled jointly with the Indiana University School of Social Work in Indianapolis and IU South Bend. Applications are available through the IU South Bend Master of Social Work office—generally in September. However, please call for the latest information, as dates may vary.

## PREREQUISITES FOR ADMISSION

The following prerequisites are the minimum requirements for consideration for admission to the M.S.W. program:

- Evidence of an earned bachelor's degree from an accredited college or university.
- Evidence of successful completion of a minimum of six courses in social or behavioral sciences. Courses are accepted from the following disciplines: psychology, sociology, anthropology, economics, political science, criminal justice, and social work.
- Evidence of successful completion of one course in statistics. This course can be in any discipline and on any level (graduate or undergraduate), so long as it was taken at an accredited college or university.
- Evidence of successful completion of one course in research methods. The course can be in any discipline and on any level (graduate or undergraduate). We accept such courses as experimental psychology, sociological research methods, social work research, and research in criminal justice.
- An earned undergraduate grade point average (GPA), during the last 60 hours, of at least 3.0 on a 4.0 scale.
- Submission of the completed application packet, with requested supplemental materials, within the established time period. Go to [www.iusb.edu/~graduate](http://www.iusb.edu/~graduate) to find the online application.

Applications are accepted for consideration any time after November 1 for the following academic year. Preference is given to applications received by February 1. The school uses a modified rolling admissions policy. Applications received after the February 1 deadline are processed and notifications are made as space is available.

## ACADEMIC STANDING

To remain in good academic standing, students are expected to perform at or above the following:

- Earn at least a C in each graded social work course.
- Maintain a 3.0 cumulative GPA on a 4.0 scale in required social work courses, and a 3.0 overall GPA.
- Earn a grade of Satisfactory (S) in all practicum courses; to carry out professional activity in conformity with the values and ethics of the profession, and to comply with any contract that might be entered into with the Performance Review Committee.
- In the event of a failure to meet such requirements, students are ineligible to continue in the program. Such students are encouraged to consult with their faculty advisor regarding realistic planning for the future, including the right to petition for administrative review.

**THREE-YEAR, PART-TIME, EVENING PROGRAM**

The part-time evening program allows students the flexibility of evening classes and of progressing at a slower pace than the more traditional, full-time program. This program begins in the second summer session of each year, and students first complete the foundation year courses. Following completion of the foundation year, students move to the concentration year sequence.

The Master of Social Work program consists of 60 credit hours of study and field work. The last 27 credit hours provide a concentration in mental health and addictions.

Although the school values the knowledge gained from life experience, no credit can be given for this. Thus, the overall objectives of the first (foundation) year of the Master of Social Work program include development of:

- Basic, generic, competence applicable to the broad range of social work practice
- Basic competence in both interpersonal practice and planning and management practice
- Basic competence for practice in social-service delivery systems

The overall objectives of the second (concentration) year include development of more advanced competence in interpersonal practice, mental health, and addictions practice.

**FIELD PRACTICUM**

Both the foundation and the concentration years of the Master of Social Work program include field practicum courses with field instructors who meet the standards of the school. A student in the program is required to have field instruction in two different agency settings. Placements are made both in South Bend and in various locations throughout the state. Field practicum is construed as a continuing process. Students in placement agencies are expected to meet professional service responsibilities. Students in field practicum follow the work schedule of their field agencies during holiday periods and/or semester recess.

The school arranges the field placements for the students. Attention is given to the student's learning needs, professional goals, and interests. Field instruction is available only to students who are admitted as candidates for the Master of Social Work degree.

A total of 960 clock hours of practicum are required, with 320 hours in the foundation year, and 640 hours in the concentration year. Practica are concurrent with course work.

**ACCREDITATION**

The School of Social Work is accredited by the Council on Social Work Education (CSWE), 1725 Duke Street, Suite 500, Alexandria, Virginia 22314-3457, (703) 683-8080.

**STUDENT SERVICES**

Career information about employment is available by calling (574) 520-4464 or by contacting the program director at the following address:

IU South Bend  
Social Work  
Post Office Box 7111  
South Bend, Indiana 46634-7111

**STUDENT ORGANIZATION**

Students are encouraged to join and participate in the activities of the National Association of Social Workers (NASW) and the National Association of Black Social Workers (NABSW).

**PROGRAM REQUIREMENTS (55 CR.)**

*(Courses are 3 cr. hours, unless otherwise designated.)*

**Required Courses**

- |       |   |
|-------|---|
| SWK-S | 501 Professional Social Work at the Master's Level: An Immersion                    |
| SWK-S | 502 Research I  |
| SWK-S | 503 Human Behavior and Social Environment: Individuals, Families, and Groups        |
| SWK-S | 504 Professional Practice Skills  |
| SWK-S | 505 Social Policy Analysis and Practice   |
| SWK-S | 513 Human Behavior in Social Environment: Organizations, Communities, and Societies |
| SWK-S | 514 Practice with Individual and Family I   |
| SWK-S | 516 Social Work Practice II: Organizations, Communities, Societies                  |
| SWK-S | 555 Social Work Practicum I: Introduction of Practice Skills (4 cr.)                |
| SWK-S | 623 Practice Research Integrative Seminar I   |
| SWK-S | 651 Social Work Practicum II: Interpersonal   |
| SWK-S | 652 Social Work Practicum III: Interpersonal  |
| SWK-S | 661 Executive Leadership Practice   |
| SWK-S | 682 Assessment in Mental Health and Addictions                                      |
| SWK-S | 683 Community Based Practice in Mental Health Addictions                            |
| SWK-S | 684 Mental Health and Addiction Practice with Groups                                |
| SWK-S | 685 Mental Health and Addiction Practice with Individuals or Families               |
| SWK-S | 686 Social Work Practice with Addictions  |

Students may take between one and three electives, only one of which can be taken outside of the Master of Social Work program.

# IU SOUTH BEND COURSE DESCRIPTIONS

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## AFRO: AFRO-AMERICAN STUDIES

**AFRO-A 150 SURVEY OF THE CULTURE OF BLACK AMERICANS (3 cr.)** The culture of African Americans, viewed from a broad interdisciplinary approach; employing resources from history, literature, folklore, religion, education, psychology, sociology, and political science.

## AHLT: RADIOGRAPHY/ALLIED HEALTH

*(Except for AHLT-R 185, allied health courses are open only to students admitted into the radiography clinical/professional program.)*

**AHLT-R 100 ORIENTATION TO RADIOGRAPHIC TECHNOLOGY (2 cr.)** C: AHLT-R 101, AHLT-R 102, AHLT-R 181. Introduction to the field of radiology and its history. Students learn proper ethical standards, become acquainted with the duties and responsibilities in personal care for the patient, and investigate radiation protection for the patient and personnel. I

**AHLT-R 101 RADIOGRAPHIC PROCEDURES I (4 cr.)** C: AHLT-R 100, AHLT-R 102, AHLT-R 181. Concepts in radiography, with emphasis on the radiographic procedures, including positioning and exposure factoring. Instruction in anatomy and radiation protection. I

**AHLT-R 102 PRINCIPLES OF RADIOGRAPHY I (3 cr.)** C: AHLT-R 100, AHLT-R 101, AHLT-R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and image processing. I

**AHLT-R 181 CLINICAL EXPERIENCE–RADIOGRAPHY I (4 cr.)** C: AHLT-R 100, AHLT-R 101, AHLT-R 102. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. I

**AHLT-R 182 CLINICAL EXPERIENCE–RADIOGRAPHY II (6 cr.)** C: AHLT-R 201, AHLT-R 202, AHLT-R 250. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. II

**AHLT-R 185 MEDICAL TERMINOLOGY (1 cr.)** Introduction to the origin and derivation of medical words, as well as their meaning. I, S

**AHLT-R 200 PATHOLOGY (2 cr.)** C: AHLT-R 202, AHLT-R 205, AHLT-R 282. A survey of the changes that occur in the diseased state to include the general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems. Instruction in adjustment of exposure techniques for specific pathology. I

**AHLT-R 201 RADIOGRAPHIC PROCEDURES II (4 cr.)** C: AHLT-R 208, AHLT-R 250, AHLT-R 182. Concepts in radiography with an emphasis on the radiographic procedures used to demonstrate the skull, spine, and those requiring the use of contrast media. Instruction in anatomy and radiation protection. II

**AHLT-R 202 PRINCIPLES OF RADIOGRAPHY II (3 cr.)** C: AHLT-R 200, AHLT-R 205, AHLT-R 282. Continuation of AHLT-R 102 with an emphasis on the properties that affect the quality of the radiographic image. I

**AHLT-R 205 RADIOGRAPHIC PROCEDURES III (3 cr.)** C: AHLT-R 200, AHLT-R 202, AHLT-R 282. Concepts in radiography with emphasis on cardiovascular and interventional radiographic procedures and cross-section anatomy. I

**AHLT-R 207 SENIOR SEMINAR (Optional) (1 cr.)** Students are given the opportunity to conduct research, compose a scholarly work, and present their findings in a chosen area of medical imaging. II

**AHLT-R 208 TOPICS IN RADIOGRAPHY: VENIPUNCTURE AND PHARMACOLOGY (1 cr.)** C: AHLT-R 281. Introduction to basic venipuncture skills, drug reference and their practical applications in radiography, and concepts of ECG graph and lead placement. S

- AHLT-R 208 TOPICS IN RADIOGRAPHY: ANATOMY (1 cr.)** C: AHLT-R 290. The relationship between radiographic anatomy and specific radiographic procedures is studied. S
- AHLT-R 222 PRINCIPLES OF RADIOGRAPHY III (3 cr.)** C: AHLT-R 207, AHLT-R 260, AHLT-R 283. Continuation of AHLT-R 202 with an emphasis on the application of radiography principles of imaging equipment, imaging quality control, and related imaging modalities. II
- AHLT-R 250 PHYSICS APPLIED TO RADIOLOGY (3 cr.)** C: AHLT-R 201, AHLT-R 208, AHLT-R 182. Fundamentals of radiation physics, X-ray generation, and equipment quality control. II
- AHLT-R 253 RADIATION EXPERIMENTS AND QUALITY CONTROL (Optional/Independent Study/1 cr.)**  
A laboratory course emphasizing the major characteristics of diagnostic X-ray systems and methods of assuring the adequate function of radiographic equipment. Major topics include anode heel effect, inverse square law, half-value layer, film sensitometry, radiation intensity, and quality control testing.
- AHLT-R 260 RADIOBIOLOGY AND PROTECTION IN DIAGNOSTIC RADIOLOGY (3 cr.)** C: AHLT-R 207, AHLT-R 222, AHLT-R 283. Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on X-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring. Opportunity to do scholarly work/research in the area of radiation. II
- AHLT-R 281 CLINICAL EXPERIENCE IN RADIOGRAPHY III (4 cr.)** C: AHLT-R 208. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. S
- AHLT-R 282 CLINICAL EXPERIENCE IN RADIOGRAPHY IV (6 cr.)** C: AHLT-R 200, AHLT-R 202, AHLT-R 205. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. I
- AHLT-R 283 CLINICAL EXPERIENCE IN RADIOGRAPHY V (6 cr.)** C: AHLT-R 207, AHLT-R 222, AHLT-R 260. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. II
- AHLT-R 290 COMPREHENSIVE EXPERIENCE (6 cr.)** C: AHLT-R 208. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology under the direct supervision of a registered technologist. Successful completion involves mastery of all clinical aspects of the program. Clinical laboratories are included. S

## **ANAT: ANATOMY**

*(See BIOL, MICR, PHSL, and PLSC for additional biological sciences courses.)*

- ANAT-A 210 ELEMENTARY HUMAN ANATOMY (3 cr.)** Introduction to the basic structure of the human body. Course taken by dental hygiene students. Credit not allowed toward a biology major. I
- ANAT-A 464 HUMAN TISSUE BIOLOGY (4-5 cr.)** P: BIOL-L 101, BIOL-L 102. This course analyzes the structure and activities of the cells that make up the human body, concentrating on the aspects of cellular morphology important for biochemical functions. Fundamental types of distinct multicellular tissues, including connective, epithelial, muscular, and nervous tissues are described, at the light and electron microscopic level, emphasizing the functional significance of the structural features. The various organ systems of the body are discussed, again primarily with regard to how their tissue composition and arrangement mediates their diverse functions. Each lecture is followed by a laboratory session devoted to the same topic, in which students examine the relevant cells, tissues, and organs using the light microscope and electron micrograph preparations. I (odd years)

## **ANTH: ANTHROPOLOGY**

- ANTH-A 105 HUMAN ORIGINS AND PREHISTORY (3 cr.)** The evolution and archaeological history of human beings through the Stone and Metal Ages. I, II



- ANTH-A 250 ANTHROPOLOGY IN THE MODERN WORLD (3 cr.)** What cultural anthropologists are learning about major issues of our times: cultures facing destruction, communal societies, sex roles, poverty, political repression in the Third World, ethnic conflict, sharpening the study of our own culture.
- ANTH-A 303 EVOLUTION AND PREHISTORY (3 cr.)** Human beings' place in nature, emergence of humans and contemporary races, development of culture from Paleolithic onward, problems arising from interaction of biological and cultural phenomena.
- ANTH-A 360 ANTHROPOLOGICAL THOUGHT (3 cr.)** An overview of the major theoretical developments within anthropology, as the discipline has attempted to produce a universal and unified view of human life, based on knowledge of evolution and prehistoric and contemporary cultures.
- ANTH-A 385 TOPICS IN ANTHROPOLOGY (1-3 cr.)** A conceptual examination of selected topics in the field of anthropology. May not be repeated for more than 6 credit hours. Students may receive credit for only 3 credit hours each of ANTH-A 385 and ANTH-A 460.
- ANTH-A 460 TOPICS IN ANTHROPOLOGY (1-3 cr.)** A conceptual examination of selected topics in the field of anthropology. May not be repeated for more than 6 credit hours.
- ANTH-A 495 INDIVIDUAL STUDIES IN ANTHROPOLOGY (1-4 cr.)** P: Consent of instructor. A supervised, in-depth examination, through individual research on a particular topic selected and conducted by the student, in consultation with an anthropology faculty member.
- ANTH-A 496 FIELD STUDY IN ANTHROPOLOGY (1-3 cr.)** P: Consent of instructor. Supervised fieldwork of an anthropological nature, arranged through an outside agency or institution, such as an internship, apprenticeship, or volunteer work at a governmental office, zoo, or archaeological site. May not be repeated for more than 6 credit hours.
- ANTH-B 200 BIOANTHROPOLOGY (3 cr.)** Bioanthropology of humans, basic biological principles, morphology, function of evolutionary history. Human evolution from lower forms, environmental factors, speciation and differentiation into varieties, mixture, growth, sexual differences, constitutional variability.
- ANTH-B 466 THE PRIMATES (3 cr.)** The study of our closest living relatives, the prosimians, monkeys, and apes from the perspective of evolutionary and environmental influences on morphology and complex social behavior.
- ANTH-E 105 CULTURE AND SOCIETY (3 cr.)** Introduction to the comparative study of contemporary human cultures and their relation to social processes and behavior. I, II
- ANTH-E 300 CULTURE AREAS AND ETHNIC GROUPS: PEOPLES AND CULTURES OF LATIN AMERICA (3 cr.)** An ethnographic survey of a selected culture area or ethnic group. May not be repeated for more than 6 credit hours.
- ANTH-E 310 INTRODUCTION TO THE CULTURES OF AFRICA (3 cr.)** Explores the vitality and diversity of African cultures today in communities ranging from town neighborhoods to remote villages and from desert to rain forest. Demonstrates the tenacity and creativity of human societies facing severe political, social, and ecological pressures, but also contributes new questions and answers to global debates about family values, ethnicity, terrorism, hunger, and economic growth.
- ANTH-E 320 INDIANS OF NORTH AMERICA (3 cr.)** Ethnographic survey of culture areas from the Arctic to Panama plus cross-cultural analysis of interrelations of culture, geographical environment, and language families.
- ANTH-E 323 INDIANS OF INDIANA (3 cr.)** Indians of Indiana provides an introduction to the histories, languages, and cultures of the Native American Nations of Indiana, focusing in particular on the Miami, the Potawatomi, and the Shawnee. The course takes an ethnohistorical approach, seeking to understand the past and present of these communities in their own terms, by combining information derived from Native American sources and anthropological research, with the results of work with documentary material.
- ANTH-E 365 WOMEN AND POWER (3 cr.)** Cross-cultural examination of different forms and systems of power in women's experiences. Topics include: power and dominance, motherhood as power, power and ordinary women's lives, women's experiences of colonialism, women as revolutionaries, women in the labor market, and women in international politics.

- ANTH-E 380 URBAN ANTHROPOLOGY (3 cr.)** An examination of urban social organization in cross-cultural perspective, including theoretical perspectives on urbanization, kinship and social networks, economic and political factors, and cultural pluralism. Strategies of anthropological research in urban settings.
- ANTH-E 391 WOMEN IN DEVELOPING COUNTRIES (3 cr.)** This course explores the nature of women's roles in developing countries. Particular emphasis is placed on examining how development and cultural change affect the lives of women.
- ANTH-E 395 WRITING CULTURE (3 cr.)** Seminar through which students explore recent discussions within the discipline about the purpose and meaning of anthropological writing through reading different styles of ethnographic writing and through conducting ethnographic research themselves and writing up the results using different styles and forms. I, II
- ANTH-E 397 PEOPLES AND CULTURES OF THE MIDDLE EAST (3 cr.)** General anthropological introduction to social institutions and cultural forms of the Arab countries of North Africa and the Near East; Israel, Turkey, Iran, Afghanistan. Topics: ecology, Islam as faith, Islam as culture, traditional adaptive strategies, consequences of colonialism and rise of nation-states, impact of modernization, changing conceptions of kinship, ethnicity, and gender.
- ANTH-E 402 GENDER IN CROSS-CULTURAL PERSPECTIVE (3 cr.)** This course considers the meaning and social implications of gender in human society. Cultural definitions of male and female gender categories, as well as associated behavioral and structural differentiation of gender roles are analyzed using current anthropological concepts and theories.
- ANTH-P 200 INTRODUCTION TO PREHISTORIC ARCHAEOLOGY (3 cr.)** World archaeology in the framework of major prehistoric cultural innovations. History, techniques, methods, and significance of archaeological research.
- ANTH-P 360 PREHISTORY OF NORTH AMERICA (3 cr.)** Introduction to antiquity of the American Indian, principal culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

## **AST: ASTRONOMY**

- AST-A 100 THE SOLAR SYSTEM (3 cr.)** P: MATH-M 14 or equivalent. Astronomical instruments and remote sensing of properties of planets; evolution of the Earth and the planetary system; physical properties of planetary bodies including comets, asteroids, and natural satellites; formation of planetary systems; extrasolar planets; origin of life. I, II
- AST-A 105 STARS AND GALAXIES (3 cr.)** P: MATH-M 14 or equivalent. The sun as a star, physical properties and evolution of stars, principles of spectroscopy as applied to astronomy, the major stages of stellar evolution, binary stars, variable stars, star clusters, gaseous nebulae, stellar motions and distribution, Milky Way and external galaxies, expanding universe, cosmic time scale, origin of elements. I, II
- AST-A 200 INTRODUCTION TO COSMOLOGY (3 cr.)** P: MATH-M 115 or equivalent. Historical and philosophical development of our physical picture of the universe, evolution of galaxies, origin of the elements, cosmic distance scale, development of large-scale structure, and the earliest stages of the Big Bang.
- AST-A 453 TOPICAL ASTROPHYSICS (3 cr.)** P: Calculus, PHYS-P 323 or equivalent. Selected topics in astrophysics such as celestial mechanics, astrobiology, stellar interiors, stellar atmospheres, stellar populations, galaxy dynamics, or cosmology.
- AST-N 190 THE NATURAL WORLD (3 cr.)** Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements.

**BIOL: BIOLOGY**

*(See ANAT, MICR, PHSL, and PLSC for additional biological sciences courses.)*

- BIOL-B 300 VASCULAR PLANTS (3 cr.)** P: BIOL-L 101, BIOL-L 102. Lecture and laboratory. Survey of the plant kingdom, including the anatomy, classification, ecology, evolution, and morphology of representative families. I (even years)
- BIOL-L 100 HUMANS AND THE BIOLOGICAL WORLD (5 cr.)** Lecture and laboratory. For non-science majors. Credit allowed for only one of BIOL-L 100, BIOL-L 104, BIOL-T 100, and PHSL-P 130. Credit not allowed toward a biology major. Principles of biological organization from molecules through cells and organisms. Emphasis on processes common to all organisms, with special reference to humans. I, II, S
- BIOL-L 101 INTRODUCTION TO BIOLOGICAL SCIENCES I (5 cr.)** P: MATH Level 4 or higher by placement examination or completion of MATH-M 107. Lecture and laboratory. Fundamental principles of biology for students considering a career in biological sciences. Principles of genetics, evolution, ecology, and diversity. I, II
- BIOL-L 102 INTRODUCTION TO BIOLOGICAL SCIENCES II (5 cr.)** P: MATH Level 4 or higher by placement examination or completion of MATH-M 107, one year of high school chemistry or one semester of college chemistry. R: BIOL-L 101. Fundamental principles of biology for students considering a career in biological sciences. Cell structure and function, bioenergetics, and organismal morphology and physiology. I, II
- BIOL-L 104 INTRODUCTORY BIOLOGY LECTURES (3 cr.)** For non-science majors. Credit allowed for only one of BIOL-L 100, BIOL-L 104, BIOL-T 100, and PHSL-P 130. Credit not allowed toward a biology major. Principles of biological organization from molecules through cells and organisms. Emphasis on processes common to all organisms, with special reference to humans. I, II
- BIOL-L 211 MOLECULAR BIOLOGY (3 cr.)** P: BIOL-L 102, CHEM-C 105, CHEM-C 106. Structure and function of DNA and RNA. DNA replication, mechanisms of mutation and repair. The genetic code, transcription, and translation. Introduces bacteriophages, plasmids, and the technology of recombinant DNA. I
- BIOL-L 304 MARINE BIOLOGY (3 cr.)** P: BIOL-L 101, one semester of college chemistry. An introductory lecture course covering principles, concepts, and techniques of marine and estuarine biology. II (even years)
- BIOL-L 308 ORGANISMAL PHYSIOLOGY (5 cr.)** P: BIOL-L 101, BIOL-L 102, BIOL-L 211, CHEM-C 106. R: BIOL-L 312. Structural and functional aspects of regulative processes in animals; detection of the environment, integrative functions, reproduction. Laboratory deals with representative experiments on animal physiological processes. I
- BIOL-L 311 GENETICS (3 cr.)** P: BIOL-L 101, BIOL-L 102, BIOL-L 211, CHEM-C 105, CHEM-C 106. Lectures on the principles of heredity at the molecular, cellular, individual, and population levels. II
- BIOL-L 312 CELL BIOLOGY (3 cr.)** P: BIOL-L 211, CHEM-C 106. Current views of the structure and function of cellular organelles and components, with emphasis on the flow of information through the cell, the metabolism that supports cellular functions, and differences among specialized cells. II
- BIOL-L 317 DEVELOPMENTAL BIOLOGY (3 cr.)** P: BIOL-L 211. R: BIOL-L 312. Analysis of developmental processes that lead to the construction of whole organisms from single cells. Includes the principles of embryology and molecular mechanisms of development. II (odd years)
- BIOL-L 318 EVOLUTION (3 cr.)** P: BIOL-L 311. Provides a rigorous exploration of the theory of evolution—the conceptual core of biology. Topics include origins and history of life; interplay of heredity and environment in shaping adaptations; molecular, behavioral, and social evolution; patterns of speciation, extinction, and their consequences; methods of inferring evolutionary relationships among organisms. II (even years)
- BIOL-L 319 GENETICS LABORATORY (3 cr.)** P: BIOL-L 101, BIOL-L 102. Experiments with plants, animals, bacteria, and viruses demonstrating fundamental genetic mechanisms. I (even years)

- BIOL-L 323 MOLECULAR BIOLOGY LABORATORY (3 cr.)** P: BIOL-L 211. Manipulation and analysis of genes and gene products. Gene amplification, cloning, Southern blots and DNA sequence analysis. Column chromatography and gel electrophoresis of nucleic acids and proteins. II
- BIOL-L 350 ENVIRONMENTAL BIOLOGY (3 cr.)** P: One college-level biology course, one college chemistry course. Interactions of humans with other elements of the biosphere with emphasis on population, community, and ecosystem levels of ecology. Credit not allowed toward biology major. II (even years)
- BIOL-L 369 HEREDITY, EVOLUTION, AND SOCIETY (3 cr.)** P: One college-level biology course. Basic concepts and principles of evolution, heredity, and individual development. Problems of the individual and society raised by present and future genetic knowledge and technology. Credit not allowed toward a biology major. I
- BIOL-L 391 SPECIAL TOPICS IN BIOLOGY: TROPICAL MARINE BIOLOGY FIELD STUDY (3 cr.)** P or C: BIOL-L 304. Tropical marine ecosystems are examined in detail during a 10-day trip to a field site in the Caribbean. II (even years)
- BIOL-L 391 SPECIAL TOPICS IN BIOLOGY (1-3 cr.)** P: BIOL-L 101, BIOL-L 102 or equivalent. A detailed examination of an area within biology. Topics vary. May be repeated for credit with different topics/titles.
- BIOL-L 403 BIOLOGY SEMINAR (1 cr.)** P: Senior standing, with major in biology. Individual presentations on topics of current importance. II
- BIOL-L 473 ECOLOGY (3 cr.)** P: BIOL-L 101, BIOL-L 102, CHEM-C 106, 6 credit hours of upper-level, majors biology. Distribution and abundance of animals and plants, interactions of organisms, and the environment at levels of individual, population, and community. I (odd years)
- BIOL-L 474 ECOLOGY LABORATORY (2 cr.)** P or C: BIOL-L 473. Field and laboratory study of populations, communities, and ecosystem components through observation and measurement. I (odd years)
- BIOL-L 490 INDIVIDUAL STUDY (cr. arr., 6 cr. max.)** P: Written permission of faculty member supervising research is required. A written report must be completed as evidence of each semester's work. Student must present an oral report to receive more than 3 credit hours. I, II, S
- BIOL-M 430 VIROLOGY LECTURE (3 cr.)** P: BIOL-L 211. R: BIOL-L 311, BIOL-L 312. Viruses of plants, animals (including humans), and bacteria; emphasis on molecular biology of viral systems. Viruses and human disease such as cancer and AIDS; viruses and their evolution. I (odd years)
- BIOL-N 190 THE NATURAL WORLD (3 cr.)** Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements. I, II, S
- BIOL-N 200 BIOLOGY OF WOMEN (3 cr.)** This course examines the biological basis for bodily functions and changes that take place throughout the life of females. Credit not allowed toward a biology major. II
- BIOL-N 390 THE NATURAL WORLD (3 cr.)** P: One college-level biology course. Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and ethical dimensions of scientific research and technological advancement.
- BIOL-T 100 BIOLOGY FOR ELEMENTARY TEACHERS (5 cr.)** Credit allowed for only one of BIOL-L 100, BIOL-L 104, BIOL-T 100, or PHSL-P 130. Credit not allowed toward a biology major. Fulfills School of Education requirement. Principles of biological organization from molecules through cells and organisms. Emphasis on processes common to all organisms, with special reference to humans. Laboratory emphasizes classroom practice. I, II
- BIOL-Z 373 ENTOMOLOGY (3 cr.)** P: BIOL-L 101, BIOL-L 102, BIOL-L 211. C: BIOL-Z 383. The anatomy, physiology, behavior, taxonomy, and evolution of insects. I (even years)
- BIOL-Z 383 LABORATORY IN ENTOMOLOGY (2 cr.)** P: BIOL-L 101, BIOL-L 102, BIOL-L 211. C: BIOL-Z 373. Laboratory and field studies of methods of collecting, preserving, and studying insects. Intensive study of insect classification. Preparation of an insect collection required. I (even years)
- BIOL-Z 460 ETHOLOGY (3 cr.)** P: BIOL-L 101, BIOL-L 102, 6 credit hours of upper-level, majors biology. Introduction to the study of animal behavior. Emphasizes both internal and external factors involved in the causation of species-typical behavior of animals in their natural environment. II (odd years)

**BUS: BUSINESS**

- BUS-A 201 INTRODUCTION TO FINANCIAL ACCOUNTING (3 cr.)** P: Sophomore standing. The focus of the course is the financial information provided to decision makers external to a business entity. The course includes concepts and issues related to the financial reporting for business entities and the analysis and recording the effects of economic transactions. I, II, S
- BUS-A 202 INTRODUCTION TO MANAGERIAL ACCOUNTING (3 cr.)** P: BUS-A 201. Concepts and issues of management accounting, budgeting, cost determination, and analysis. I, II, S
- BUS-A 205 INTRODUCTION TO FINANCIAL ACCOUNTING-HONORS (3 cr.)** P: Sophomore standing and consent of honors program director or instructor. Concepts and issues associated with corporate financial reporting; particular emphasis is placed on understanding the role of financial accounting in the economy, how different accounting methods affect financial statements, and developing a basis for life-long learning.
- BUS-A 207 INTRODUCTION TO MANAGERIAL ACCOUNTING-HONORS (3 cr.)** P: BUS-A 201 or BUS-A 205 and consent of the honors program director or instructor. Concepts and issues of management accounting, budgeting, systems, cost determination, and analysis. With computer applications. The course integrates text material with computer-generated cases and analysis.
- BUS-A 311 INTERMEDIATE ACCOUNTING I (3 cr.)** P: BUS-A 202. Provides students with a thorough understanding of the theoretical foundations underlying financial reporting, revenue recognition, and the matching of expenses; financial statement presentation; and accounting for assets. Course's primary objective is to give students the tools necessary to understand and execute appropriate accounting procedures. Another goal is to help students understand the process through which accounting standards are determined and to evaluate the outcomes of that process from the perspectives of managers, shareholders, auditors, and others. Students learn to assess competing accounting theories and methods from multiple perspectives. I, II, S
- BUS-A 312 INTERMEDIATE ACCOUNTING II (3 cr.)** P: BUS-A 311. Continuation of BUS-A 311. Provides students with a thorough understanding of accounting for long-term liabilities and debt investment, stockholders' equity, and preparation of cash-flow statements. Course's first objective is to give students the tools necessary to understand and execute appropriate accounting procedures. Course's second objective is to help students understand the process through which accounting standards are determined and to evaluate the outcomes of that process from the perspectives of managers, shareholders, auditors, and others. Students learn to assess competing accounting theories and methods from multiple perspectives. I, II
- BUS-A 325 COST ACCOUNTING (3 cr.)** P: BUS-A 202. Conceptual and technical aspects of management and cost accounting. Product costing; cost control over projects and products, and profit planning. I, II, S
- BUS-A 328 INTRODUCTION TO TAXATION (3 cr.)** P: BUS-A 202. Internal Revenue code, regulations, emphasis on the philosophy of taxation including income concepts, exclusions from income, deductions, and credits. I, II
- BUS-A 335 ACCOUNTING FOR GOVERNMENT AND NOT-FOR-PROFIT ENTITIES (3 cr.)** P: BUS-A 201. Financial management and accounting for nonprofit-seeking entities; municipal and federal government, schools, and hospitals. I, II
- BUS-A 337 ACCOUNTING INFORMATION SYSTEMS (3 cr.)** P: BUS-A 325, BUS-K 321. Characteristics of control systems; organizational relationships; planning and control of assets, liabilities, equity, revenue and expenses. I, II
- BUS-A 339 ADVANCED INCOME TAX (3 cr.)** P: BUS-A 328. Internal Revenue code and regulations; advanced aspects of income, deductions, exclusions, and credits, especially as applied to tax problems of partnerships and corporations. I, II
- BUS-A 424 AUDITING AND ASSURANCE SERVICES (3 cr.)** P: BUS-A 311, BUS-A 312, BUS-A 337. Public accounting organization and operation; review of internal control including EDP systems, verification of balance sheet and operating accounts; the auditor's opinion. I, II
- BUS-A 425 CONTEMPORARY ACCOUNTING THEORY (3 cr.)** P: BUS-A 312. Development of accounting principles, theory of income determination, and presentation of financial condition. S

- BUS-A 490** **INDEPENDENT STUDY IN ACCOUNTING (cr. arr.)** P: BUS-Z 302 and consent of instructor.
- BUS-D 300** **INTERNATIONAL BUSINESS ADMINISTRATION (3 cr.)** P: Junior standing, ECON-E 103, ECON-E 104 or equivalent, or consent of instructor. A general introduction to the main aspects of international business: (1) the impact of the political, economic, social, and cultural conditions in foreign countries on the conduct of business abroad; (2) the importance of supranational organizations, regional economic integration, and the foreign exchange market; and (3) the additional managerial problems of multinational companies in marketing, finance, production, strategy, and human resource management. I, II
- BUS-E 490** **PROFESSIONAL PRACTICE-ENTREPRENEURSHIP (cr. arr.)** P: BUS-W 311 and consent of instructor.
- BUS-F 260** **PERSONAL FINANCE (3 cr.)** Financial problems encountered in managing individual affairs; family budgeting, installment buying, insurance, home ownership, and investing in securities. No credit for juniors and seniors in the School of Business and Economics. I, II, S
- BUS-F 301** **FINANCIAL MANAGEMENT (3 cr.)** P: BUS-A 201, ECON-E 104, ECON-E 270. This introductory finance course provides non-finance majors with a sound knowledge of finance that helps them in their own field and gives our finance majors a solid foundation upon which to build. The course focuses on business finance, but also incorporates investments and institutions as key elements in the financial management process. A mixture of theory and application exposes students to the financial management functions of the business enterprise. This course includes the techniques essential for financial planning, risk and return, capital budgeting, capital structure, cost of capital, bonds, stocks, and international financial management. I, II, S
- BUS-F 302** **FINANCIAL DECISION MAKING (3 cr.)** P: BUS-F 301, BUS-K 321. Applications of financial theory and techniques of analysis in the search for optimal solutions to financial management problems. Some of the topics covered include justification and comparison of capital budgeting techniques, foundations and applications of risk analysis, CAPM, capital structure, mergers, dividend policies, working capital management, lease analysis, international financial management, and options and futures. I
- BUS-F 345** **MONEY, BANKING, AND CAPITAL MARKETS (3 cr.)** P: BUS-F 301 or consent of instructor. Study of financial markets and instruments. Includes analysis of the structure and role of the Federal Reserve System; historical development of the United States banking and financial system; issues in regulation and deregulation of financial institutions; interest rate theory; asset-liability gap management; hedging techniques using swaps, futures, and options contracts; liability-capital management; and examination of the public and private institutions of our financial system. A student may not receive credit for both BUS-F 345 and ECON-E 305. II
- BUS-F 420** **INVESTMENT (3 cr.)** P: BUS-F 301. This survey of investments exposes students to various investment instruments and trading techniques, as well as the analysis of risk and return in formulating investment policies and constructing portfolio strategies for individuals and institutions. This course acquaints students with the behavior of securities and security markets. By improving the investment decision-making skills of students, they begin to understand the importance of developing a philosophy toward investing, diversification, and the requisite self-discipline for success. I
- BUS-F 423** **TOPICS IN INVESTMENT (3 cr.)** P: BUS-F 420. This course examines corporate and government securities as long-term investment media from the standpoint of both security analysts and portfolio managers. This course acquaints students with the techniques of security analysis and provides an opportunity to learn how to apply analytical approaches to select suitable securities to form and manage their own portfolio. Students are encouraged to think both analytically and objectively. They learn how to analyze and support their investment position both orally and in writing. Case analysis, supplemented by relevant readings, are part of the requirements for this course. II
- BUS-F 444** **APPLICATIONS IN FINANCIAL MANAGEMENT (3 cr.)** P: BUS-F 301, BUS-F 302, or consent of instructor. An analytical approach to problems facing the financial executive. Cases selected cover financial decision-making processes with particular emphasis on valuation, working capital, capital budgeting, capital structure, and dividend policies. In addition, the course utilizes the computer in solving a variety of financial problems. II
- BUS-F 490** **INDEPENDENT STUDY IN FINANCE (cr. arr.)** P: BUS-Z 302 and consent of instructor.
- BUS-F 494** **INTERNATIONAL FINANCIAL MANAGEMENT (3 cr.)** P: BUS-F 301 or consent of instructor. Main course theme is how constraints in the international environment affect standard approaches to

financial management. Environmental topics include: exchange rates, international equilibrium conditions, foreign exchange markets, and international banking. Managerial topics include: foreign exchange risk, capital budgeting difficulties, financing in international markets, multiple tax jurisdictions, and multinational accounting. II

- BUS-J 401 ADMINISTRATIVE POLICY (3 cr.)** P: BUS-D 300, BUS-F 301, BUS-K 321, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations; policy formulation, organization, methods, and executive control. I, II, S
- BUS-J 404 BUSINESS AND SOCIETY (3 cr.)** P: Junior standing. Major ethical theories are examined, providing a basis for analyzing ethical behavior in the business environment. Such issues as economic competition, discriminatory practices, manipulation of power, environmental conservation, and organizational cultures are investigated. II
- BUS-K 201 THE COMPUTER IN BUSINESS (3 cr.)** This computer skills course introduces students to digital computers (hardware and software), file management, the Internet, and extensive business application software—specifically spreadsheet, database management systems, communication packages, and a statistical software program. Students cannot receive credit for CSCI-A 106 if taken after completion of BUS-K 201. I, II, S
- BUS-K 301 ENTERPRISE RESOURCE PLANNING (3 cr.)** The purpose of this course is to provide an overview of the Enterprise Resource Planning (ERP) field to the students. Topics covered include principles of enterprise resource management, the history of ERP, and differences between function-oriented enterprise management and process-oriented management. The course covers issues related to planning and implementation of ERP systems. In addition to the technical issues associated with project implementation, the course addresses organizational and managerial issues of successful ERP implementation. Finally, students are exposed to the latest developments in application and extension of ERP systems. Students are exposed to a leading ERP package (SAP R/3) and its functional features. I
- BUS-K 302 INTRODUCTION TO MANAGEMENT SCIENCE (3 cr.)** P: BUS-K 201 or equivalent. Introductory management science; a forecasting component comprises approximately 25 percent of the course. Topics covered include multiple regression, smoothing techniques, linear programming, integer programming, statistical decision theory, simulation, and network analysis; coverage may also include inventory theory, Markov processes, and goal programming. Heavy emphasis is placed on the application of these topics to business decision making using computers. II
- BUS-K 321 MANAGEMENT INFORMATION SYSTEMS (3 cr.)** P: BUS-K 201. The objective of the course is to provide the students with a framework for understanding the structure, development, and management of computer-based information systems, which can support a wide variety of organizational functions and decisions at various levels. Acquisition, control, and management of computer-based information systems. Data modeling and database management systems, management information systems, decision-support systems, functional applications of M.I.S., data communications, and office automation. I, II
- BUS-L 201 LEGAL ENVIRONMENT OF BUSINESS (3 cr.)** P: Sophomore standing. Nature of basic legal concepts and trends in law. Emphasis on legal rights and duties related to the operation of business enterprises. Credit not given for both BUS-L 201 and BUS-L 203. I, II, S
- BUS-L 203 COMMERCIAL LAW I (3 cr.)** P: Sophomore standing. Law of business organizations and their liabilities (tort, antitrust, agency, partnership, and corporation law). Designed for accounting majors and others intending also to take BUS-L 303 to attain a rather broad and detailed knowledge of commercial law. Credit not given for both BUS-L 201 and BUS-L 203. I, II
- BUS-L 303 COMMERCIAL LAW II (3 cr.)** P: BUS-L 203 (BUS-L 201 may be accepted with consent of department). Law of ownership, contracts, sale and financing of goods, real and personal property, commercial paper, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law. I, II, S
- BUS-M 301 INTRODUCTION TO MARKETING MANAGEMENT (3 cr.)** P: BUS-A 201, BUS-A 202, ECON-E 103, ECON-E 104, ECON-E 270. Overview of marketing for all undergraduates. Marketing planning and decision making examined from firm's point of view; marketing concept and its companywide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing system viewed in terms of both public and private policy in a pluralistic society. I, II, S

- BUS-M 303** **MARKETING DECISION MAKING (3 cr.)** P: BUS-M 301 or consent of instructor. Methods of decision making for marketing management. Development and functioning of managerial systems; formal tools of decision making. Collection and analysis of marketing data, viewed in context of a management information system. Provides common analytical framework for later courses treating specialized marketing aspects. I, II, S
- BUS-M 401** **INTERNATIONAL MARKETING (3 cr.)** P: BUS-M 301. Surveys the strategic marketing planning factors facing domestic marketing managers operating in the multinational environment. Focuses on the importance of cultural dynamics and legal, political, geographic, and environmental factors. Identifies characteristics of markets in various stages of development. Contrasts domestic product, pricing, promotion, and distribution policies with those practiced by international marketers. Provides a foundation for students interested in exploring international opportunities. I, II
- BUS-M 405** **BUYER BEHAVIOR (3 cr.)** P: BUS-Z 302, BUS-M 301, or consent of instructor. Buyer behavior relevant to marketing decisions. Logic of market segmentation, recognizing customer heterogeneity. Buyer behavior analyzed in terms of the decision-making process and models of individual and aggregate behavior. Specific attention given to consumer behavior in retail markets and to procurement behavior in industrial markets. I, II
- BUS-M 415** **ADVERTISING AND PROMOTION MANAGEMENT (3 cr.)** P: BUS-Z 302, BUS-M 301, or consent of instructor. Basic advertising and sales promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures. Students must take BUS-M 415 in the fall semester to enroll in BUS-M 418 in the spring semester. I, II
- BUS-M 418** **ADVERTISING STRATEGY (3 cr.)** P: BUS-Z 302, BUS-M 415, or consent of instructor. Major managerial problems of promotion administration; advertising research, agency relationships, media concepts and strategy, appropriations and budgets, evaluation, coordination, regulation, and campaign planning. Students must take BUS-M 415 in the fall semester to enroll in BUS-M 418 in the spring semester. II
- BUS-M 419** **RETAIL MANAGEMENT (3 cr.)** P: BUS-Z 302, BUS-M 301, or consent of instructor. Management in retail and wholesale institutions; parallel and comparative treatment given to basic management problems and techniques relevant to both institutions. Basic marketing management variables, location and physical facilities, inventories, purchasing, pricing, and promotion. II
- BUS-M 426** **SALES MANAGEMENT (3 cr.)** P: BUS-Z 302, BUS-M 301, or consent of instructor. Management of the field sales force. Basic sales management concepts include organization and staffing, allocation of effort, and control and evaluation. A portion of the course is devoted to the special problems of selling in nonconsumer markets. I
- BUS-M 450** **MARKETING STRATEGY (3 cr.)** P: BUS-Z 302, BUS-M 301, one advanced marketing course, and senior standing; ideally taken in student's last semester. Elective capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy, and policy design and application of analytical tools for marketing decision making. Includes small business applications. II
- BUS-M 490** **SPECIAL STUDIES IN MARKETING (cr. arr.)** P: BUS-Z 302. Supervised individual study and research work. Open to qualified students by consent of instructor. I, II, S
- BUS-P 301** **OPERATIONS MANAGEMENT (3 cr.)** P: Junior standing and ECON-E 270, BUS-K 321. Role of production in a business enterprise; basic types of production processes used in industry. Emphasis on application of economic principles and analytical techniques to decisions made by operations managers of any business. I, II, S
- BUS-P 490** **INDEPENDENT STUDY IN OPERATIONS MANAGEMENT AND INDUSTRIAL ENGINEERING (cr. arr.)** P: BUS-Z 302 or consent of instructor. For production majors with a career interest in some area of production other than industrial engineering. Literature or field study in student's special field of interest. Written report required.
- BUS-S 307** **DATA MANAGEMENT (3 cr.)** P: BUS-K 321. Improves students understanding of, and develops their skills in, the design and implementation of business databases using modern database management systems. The course covers data structures and the conceptual, logical, and physical design of databases, as well as database implementation and general issues in business data management. I, II



- BUS-S 310** **SYSTEM ANALYSIS AND DESIGN (3 cr.)** P: BUS-F 301, BUS-M 301, BUS-P 301; BUS-S 307 or concurrent. Analysis of an organization, and the subsequent design of computer systems to meet business requirements, are at the heart of the computer information systems field. This is the first in a two-course sequence with BUS-S 410 that addresses the multi-phased process for developing information systems. Courses follow the system's development life cycle, although alternative methodologies are also covered. This first course covers the phases from information systems planning through the specification of structured system requirements in functional form (i.e., logical system design) and concentrates on methods, techniques, and tools used to determine information requirements and to document these requirements in a thorough and unambiguous form. Also introduces computer-aided software engineering technology. Students learn the discipline of systems analysis and logical design through a hypothetical case situation. I, II
- BUS-S 410** **SYSTEMS IMPLEMENTATION (3 cr.)** P: BUS-S 310. Effective development of an information system depends on proper utilization of a broad range of information technology, including database management systems, operating systems, computer systems, and telecommunications networks. The second course in a two-course sequence with BUS-S 310 that addresses the multi-phased process for developing information systems, this course covers the phases from physical system design through the installation of working information systems. The course concentrates on using the results of systems analysis and design, typically documented in CASE technology, and either building or generating systems to meet these specifications. A semester-long field project and various hands-on exercises provide practical experience in building, testing, and installing a system. I
- BUS-S 435** **ADVANCED TOPICS IN COMPUTER INFORMATION SYSTEMS (3 cr.)** P: BUS-K 321 and consent of the department chairperson. Variable topics course; topics offered depend upon student interest and faculty interest and expertise. Possible topics include telecommunications and networking, advanced systems development methods, data administration, and management of the information systems function. II
- BUS-W 100** **BUSINESS ADMINISTRATION: INTRODUCTION (3 cr.)** Business administration from the standpoint of a manager of a business firm operating in the contemporary economic, political, and social environment. Students are encouraged to take this course during their freshman year. No credit for juniors and seniors or for students when taken concurrently with, or after, 300- or 400-level business and economics or SPEA courses. I, II, S
- BUS-W 311** **NEW VENTURE CREATION (3 cr.)** P: Junior standing. Primarily for those interested in creating a new business venture or acquiring an existing business. Covers such areas as choice of a legal form, problems of the closely held firm, sources of funds, and preparation of a business plan. I
- BUS-W 406** **VENTURE GROWTH MANAGEMENT (3 cr.)** P: Junior standing. For students interested in managing smaller, growth-oriented, businesses. Covers such areas as business strategy, acquisition, ethics, and succession. II
- BUS-W 408** **PRACTICUM IN SMALL BUSINESS (3 cr.)** P: BUS-W 311 or BUS-W 406 and BUS-Z 302, or consent of instructor. Application of theory, knowledge, and techniques learned in previous business courses in analyzing actual business problems and in offering recommendations for their solutions. Students are assigned to small businesses in the local or nearby communities. I, II
- BUS-W 430** **ORGANIZATIONS AND ORGANIZATIONAL CHANGE (3 cr.)** P: BUS-Z 302. Analysis and development of organizational theories. Environmental dependencies, socio-technical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as appropriateness of intervention strategies and techniques, barriers to change, organizational analysis, and evaluation of formal change programs. I, II
- BUS-W 490** **INDEPENDENT STUDY IN BUSINESS ADMINISTRATION (cr. arr.)** P: BUS-Z 302 and consent of instructor.
- BUS-X 310** **BUSINESS CAREER PLANNING AND PLACEMENT (1 cr.)** Assists students in obtaining positions consistent with career goals. Career planning, organized employment campaign, job application methods, interview, initial conduct on job. Includes addresses by prominent business persons. Also open to juniors and seniors of other schools. I, II
- BUS-Z 302** **MANAGING AND BEHAVIOR IN ORGANIZATIONS (3 cr.)** P: PSY-P 103, SOC-S 161, and junior standing. Overview of management for all undergraduates. Integrates management functions and organizational behavior. Applies concepts and research to develop understanding and improve perfor-

mance of individuals, groups, and organizations. Students who complete both BUS-Z 301 and BUS-W 301 cannot receive credit for BUS-Z 302. I, II, S

- BUS-Z 404** **EFFECTIVE NEGOTIATIONS (3 cr.)** P: BUS-Z 440. Study of collective bargaining as a broad construct which includes labor history and labor legislation, employee relations, employment involvement, work rules, discipline, complaint resolution, union organizing, unfair labor practices, negotiating strategies and practices, strikes, lockouts, and boycotts. I
- BUS-Z 440** **HUMAN RESOURCES MANAGEMENT (3 cr.)** P: BUS-Z 302. Nature of manpower development and utilization in modern organizations. Establishment and operation of a total manpower program. Includes recruitment, selection, training and development, performance appraisal, reward systems, benefit programs, role of personnel department, and role of government. I, II
- BUS-Z 441** **COMPENSATION AND BENEFITS (3 cr.)** P: BUS-Z 440 and ECON-E 270. Study of external labor markets, wage and salary administration, employee benefits, wage and hour laws, performance appraisal in pay determination, and performance management. Examination of federal and professional guidelines regarding Equal Employment Opportunity, and other issues as they affect compensation and benefits. II
- BUS-Z 444** **SELECTION AND DEVELOPMENT (3 cr.)** P: BUS-Z 440, ECON-E 270. Study of the selection process including human resources planning, validation, recruitment, selection, and performance appraisal for validation. Study of development including training and performance management. Examination of federal and professional guidelines regarding Equal Employment Opportunity, Affirmative Action, fair treatment of the disabled, and other issues as they affect selection and development. I
- BUS-Z 490** **INDEPENDENT STUDY IN PERSONNEL MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (cr. arr.)** P: BUS-Z 302, for senior personnel students with consent of instructor. Research, analysis, and discussion of current topics. Written report required.

## **BUSB: GRADUATE BUSINESS**

- BUSB-A 501** **SURVEY OF FINANCIAL ACCOUNTING AND REPORTING (3 cr.)** The course examines concepts underlying accounting including the construction, analysis, and use of financial statements. Of particular interest are the implications of accounting method choices on managerial decisions and the relationship of accounting to economics, finance, and other business disciplines. Satisfactory achievement on a placement examination may exempt one from this course.
- BUSB-A 502** **MANAGERIAL PRICE THEORY (3 cr.)** P: Phase I of M.B.A. or equivalent or permission of instructor. Application of microeconomic analysis to business decisions in forecasting, pricing, market development, competitive situations, profits, product demand, and costs. The objective is to provide a theoretical economic basis of thought to further competent decision making.
- BUSB-A 503** **STATISTICAL APPLICATIONS (3 cr.)** P: BUSB-A 511. Statistical applications is a graduate-level one-semester survey of major statistical techniques used in business and economics. The course has three primary objectives; (1) to familiarize students with the basic techniques, methodologies, and theories of statistical analysis; (2) to acquaint students with the various applications of statistical analysis to business problems; and (3) to impress upon students the role that computers and specialized software play in statistical analysis. Students achieve these objectives through class lectures, cases, hands-on group and individual projects, and a wide variety of problems which are worked in class and on examinations.
- BUSB-A 504** **MANAGEMENT INFORMATION SYSTEMS (3 cr.)** P: Phase I of M.B.A. or equivalent. The object of this course is to provide an overview of issues in a successful implementation and operation of business information systems. The coverage includes: strategic relevance of information technology (IT), management of IT resources, e-business and communication infrastructures, software and hardware characteristics, and end-user computing characteristics.
- BUSB-A 511** **MATHEMATICAL TOOLS IN BUSINESS (3 cr.)** Designed to provide the student who has little or no undergraduate background in statistics, calculus, or finite mathematics with at least minimum competence in some of the basic quantitative skills necessary for analytical work in business administration. Satisfactory achievement on a placement examination may exempt one from this course.

- BUSB-A 514 SURVEY OF ECONOMICS (3 cr.)** Foundation course in economics, designed for students who have not taken a year of introductory economics, or whose background is inadequate for advanced course work in economics. Covers both microeconomics and macroeconomics. This course is designed for “common body of knowledge” purposes. Satisfactory achievement on a placement examination may exempt one from this course.
- BUSB-A 525 ADVANCED FINANCIAL ACCOUNTING THEORY AND PRACTICE (3 cr.)** P: BUS-A 312. The course examines emerging issues facing business entities and the accountancy profession. Some of these issues include those facing the Emerging Issues Task Force of the Financial Accounting Standards Board. Research of these issues via electronic and alternative media is an integral part of the course. Development of accounting principles, theory and practice of income determination and financial condition, specialized industries’ accounting practices, special accounting problems in various entity forms, and consolidated financial statements.
- BUSB-A 530 ADVANCED AUDITING PRACTICE (3 cr.)** P: BUS-A 424. This course examines the concepts related to auditing in computerized environments. It also reviews changes in the audit environment and new approaches to auditing. Finally, the course examines some of the assurance services with the objective of preparing students for issues they might encounter in the future, rather than for the types of services that are common now. The primary emphasis in the course is on understanding the concepts of, and approaches to, audit and assurance services; and on developing skills to apply the underlying concepts and approaches to professional services.
- BUSB-A 531 CONSULTING AND STRATEGIC COST MANAGEMENT (3 cr.)** P: BUS-A 325 or BUSB-F 503. Analysis of costs, performance, and capital investment data for strategic decision making. Covers strategic product positioning, value chain analysis, and activity-based management and costing. Students extend their knowledge of cost and management accounting from the operational to the strategic level through extensive case analysis. Consulting (both internal and external) and managerial accounting. Business cases with the student advising the firm on certain strategic decisions. Topics include strategic cost analysis, target costing, activity-based management, cost-of-quality analysis, non-financial performance measurements, and management control systems.
- BUSB-A 539 ADVANCED TAX TOPICS (3 cr.)** P: BUS-A 328. This course examines a number of advanced tax topics. Students are introduced to the income taxation of estates and trusts. Other advanced tax planning areas covered include federal gift and estate taxation. Tax law sources such as the Internal Revenue Code, treasury regulations, and court cases are explored. Research of federal tax issues via electronic and alternative media and the preparation of a comprehensive tax return project utilizing the most current computerized tax applications are an integral part of this course.
- BUSB-A 545 INTERNATIONAL ACCOUNTING PRACTICE (3 cr.)** P: BUS-A 312. This course discusses issues in international accounting. Topics of interest include currency translation, comparative accounting and harmonization issues, international financial reporting issues, international financial analysis, international management accounting control issues, international taxation, and international auditing issues.
- BUSB-A 564 INTERPRETATION AND ANALYSIS OF FINANCIAL STATEMENTS (3 cr.)** P: BUS-A 312. This course provides students with the skills necessary to understand, analyze, evaluate, and use the information available in corporate financial reports. Investigates corporate financial statements and related disclosures primarily from the perspective of financial statement users. Consideration of issues faced by corporate managers as they design reporting strategy.
- BUSB-A 591 ADVANCED INDEPENDENT STUDY (cr. arr.)** For students who wish to investigate specific technical or theoretical topics in accounting, as agreed upon by the student, instructor, and program director.
- BUSB-B 502 ORGANIZATIONAL BEHAVIOR I (3 cr.)** A survey of major concepts relating to personality, learning perception, motivation, leadership, and group dynamics. Some emphasis also is placed on an analysis of organizational structures, management of change, and organizational cultures. Satisfactory achievement on a placement examination may exempt one from this course.
- BUSB-B 503 LEADERSHIP AND CHANGE (3 cr.)** P: Phase I and II of M.B.A.. Role of the leader in responding to changing conditions and achieving sustainable competitive advantage via proud employees, loyal customers, and responsive systems. Leadership at the small group and executive levels is examined, using experiential learning and a team study of an actual organization.
- BUSB-C 502 THE LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS (3 cr.)** P: Phase I of M.B.A. or equivalent. This is a survey of the legal environment within which business decisions are made. There

is an examination of both the regulatory and ethical environment that affect the firm. The focus is upon the law of business organizations, including such areas as corporate securities, labor, employment discrimination, agency and tort law. Other areas that have an impact upon the firm, such as the international legal environment, are mentioned. Special attention is given to the impact that business firms have upon society, including the ethical questions in the legal regulation of business.

- BUSB-D 501 MANAGEMENT OF MARKETING (3 cr.)** P: BUSB-A 514. An overview of the managerial process of analysis, planning, implementation, and control of marketing programs in a competitive environment to enhance customer value and satisfaction. Analyzing market opportunity, selecting target markets, and developing and implementing marketing strategies. Satisfactory achievement on a placement examination may exempt one from this course.
- BUSB-D 502 FINANCIAL MANAGEMENT (3 cr.)** P: BUSB-A 501, BUSB-A 503, BUSB-A 514, or equivalent. An investigation of the theory of finance. The principal objective of this investigation is to improve the business manager's ability to handle, with intelligence, the various financial problems confronting businesses of all sizes. Some of the topics covered include objectives of financial management, time value of money, risk analysis, CAPM, capital budgeting, cost of capital, cash flow analysis and multinational financial management. Satisfactory achievement on a placement examination may exempt one from this course.
- BUSB-D 503 PRODUCTION MANAGEMENT (3 cr.)** P: Phase I of M.B.A.. Production/operations management is concerned with the basic concepts, the interrelationships, and interfaces of mathematics models; design and process capability; flow processes as related to material flows, location of facilities, and product-line design; microproduction systems; the design and management of capacity; standards in work design, production, and quality; production and inventory management; and all associated inter-related systems of logistics and inventory control; supply chain management, process strategy, and capacity planning, material requirement planning (MRP), and management planning models.
- BUSB-E 510 BUSINESS POLICY (3 cr.)** P: Phase I, II, and III of M.B.A. (except electives). This is the capstone course for the M.B.A. program. An investigation of the foundations of managerial decision-making strategy. This emphasis is infused with traditional administration theory and contemporary organization theory. Included are such critical factors as a topology of policy decision, models of various decisional processes, the basis of its decisional power and its generation, and international business ventures.
- BUSB-F 503 MANAGEMENT ACCOUNTING CONCEPTS (3 cr.)** P: Phase I and II of M.B.A.. The focus of the course is on using accounting information to help managers make more informed decisions. To achieve this goal, costs and their importance, along with several decision-making tools are covered. Decision-making tools covered include activity-based-management, budgeting, standard costing, variance analysis, cost-volume-profit analysis, performance measurement and incentives, etc.
- BUSB-F 506 MANAGEMENT OF INTERNATIONAL OPERATIONS (3 cr.)** P: Phase I of M.B.A. or equivalent. The particular environmental and managerial problems of international business. The course covers some theoretical issues in economic development, direct foreign investment, cultural differences, and international trade. Managerial topics include the impact of political, economic, and sociocultural conditions on the conduct of businesses abroad and the necessary adaptations in corporate strategy, marketing, production, finance, and human resource management.
- BUSB-F 508 MANAGEMENT OF PROMOTION (3 cr.)** P: Phase I of M.B.A. or equivalent and BUSB-A 502. Examination of the basic principles of the promotional mix/Integrated Marketing Communication (IMC). Topics considered include the following: the choice of appropriate methods to achieve desired promotional tasks; promotional strategy; effective execution of promotional programs; selection of advertising media; determination of the promotional appropriation; assessing advertising/promotion effectiveness.
- BUSB-F 509 BUYER BEHAVIOR (3 cr.)** P: Phase I of M.B.A. or equivalent. Advanced study of the behavior of buyers of goods and services. Topics include the following: buyer needs and wants; buyer decision making; market segmentation; cultural, social, psychological, and economic influences on behavior.
- BUSB-F 512 ADVANCED ADMINISTRATION THEORY (3 cr.)** P: Phase I and II of M.B.A.. An investigation of the political nature of organizations, the sources of organizational authority, the nature and motives of authority, and the types of power and status.
- BUSB-F 514 INVESTMENT MANAGEMENT (3 cr.)** P: Phase I and II of M.B.A.. A blend of theory and description, including consideration of the capital markets and investment instruments. Investment manage-

ment begins with an understanding of how to invest and how to make investment decisions. This course further exposes students to the analytical techniques of securities selection, examines the process of forming their own portfolio by finding suitable securities, and instructs them how to manage this portfolio. Students should learn to think analytically and objectively in emulation of a professional investment manager. Allocation of investment capital and evaluation of the performances of the investment portfolio, is part of the investment process that students learn.

- BUSB-F 515** **MARKETING ANALYSIS AND PROBLEM SOLVING (3 cr.)** P: Phase I of M.B.A. or equivalent. A study of the process by which research of the marketplace results in improved marketing decision making. Steps taken by researchers from defining the management problem to presenting results.
- BUSB-F 517** **FINANCIAL MARKETS AND INSTITUTIONS (3 cr.)** P: Phase I and II of M.B.A.. Study of the aggregation and distribution of financial resources. Includes analysis of the money and capital markets, financial instruments and securities, interest rate theory, and the public and private institutions of our financial system.
- BUSB-F 520** **SEMINAR IN BUSINESS (3 cr.)** P: Phase I and II of M.B.A.. Small seminar courses designating specialized areas of study such as: total quality management, financial reporting, business ethics, directed economic research projects, international finance, sales management, accounting, finance/tax strategy, and entrepreneurship.
- BUSB-F 523** **MANAGERIAL DECISION-MAKING MODELS (3 cr.)** P: Phase I and II of M.B.A.. Analysis and application of management science models in a business and managerial decision-making environment. Emphasis is placed on how these models are applied and interpreted by a decision maker in a wide variety of business and managerial settings. Topics include linear and nonlinear programming, integer programming, goal programming, and dynamic programming, among others.
- BUSB-F 530** **INTERNATIONAL FINANCE (3 cr.)** P: Phase I of M.B.A. or equivalent. Introduction to both the macro and the micro aspects of international finance. This course covers topics in the international financial environment such as the foreign exchange markets, balance of payments, and international financial equilibrium relationships. Topics in international corporate finance include exchange risk management, multinational capital budgeting, and trade finance.
- BUSB-F 533** **COMMUNICATION SKILLS (3 cr.)** P: Phase I and II of M.B.A.. Skills and techniques for successfully communicating with clients, personnel, and the public; analysis and application of communication strategies; oral presentation skills, listening skills, writing skills; professional reports content and presentation; multimedia technology aids for effective communications; developing and implementing communication plans and strategies, content, and approach; different types of focused communication contexts; nonverbal and verbal messages; adjusting attitudes with communications; overcoming communication barriers.
- BUSB-F 538** **LEADERSHIP, NEGOTIATION, AND HUMAN RESOURCE MANAGEMENT (3 cr.)** P: Phase I and II of M.B.A. program. Assessment, learning, analysis, practice, and application of leadership skills, self-awareness, time and stress management, delegation and empowerment, power and influence, motivation, problem solving, creativity and innovation, interpersonal communication, negotiation, conflict management, and teamwork. I, II
- BUSB-F 542** **STRATEGIC FINANCIAL MANAGEMENT (3 cr.)** P: Phase I of M.B.A. or equivalent. Study of financial concepts and strategies that maximize the value of the firm. Topics include incorporation of financial forecasting, capital budgeting, capital structure analysis, mergers and acquisitions, financial instruments, lease financing, stock dividends, risk analysis, etc., and case studies.
- BUSB-F 590** **INDEPENDENT STUDY (cr. arr.)** P: Phase I and II of M.B.A., permission of instructor, and approval of the program director. For students who wish to pursue special research problems in their M.B.A. program. Student is limited to one independent study course.
- BUSB-G 513** **PERSONNEL MANAGEMENT (3 cr.)** P: Phase I and II of M.B.A.. An examination of the organization and administration of the personnel function. Deals with the relations of the personnel department to operating departments. Appraisal of personnel practices and policies.
- BUSB-K 501** **COMPUTER SKILLS FOR MANAGEMENT (1 cr.)** The emphasis in the course is on effective design and use of spreadsheets and database management programs to assist managers in the decision making process. Students are expected to become proficient with the basic to advanced features and functions of spreadsheet and database management programs. Topics include: what-if analysis, finan-

cial and decision making functions, graphical interpretation of data, select and action queries, custom forms, and custom reports.

- BUSB-K 505 MANAGEMENT OF INFORMATION TECHNOLOGY PROJECTS (3 cr.)** P: BUSB-D 503, BUSB-F 523, and CSCI-A 510. The course provides in-depth knowledge and training in the management of information technology projects. After completing this course, students should know what must be done to complete small or large information technology projects and possess skills in the tools employed in information technology project management.
- BUSB-K 506 WEB SITE DEVELOPMENT TECHNIQUES (3 cr.)** P: CSCI-A 505. The course provides students with knowledge and skills in the development of Web sites to support electronic commerce. The emphasis in the course is on effective design and implementation issues related to Web applications for business. Students are expected to become conversant with the tools and techniques used by builders of Web sites. Topics include the technology of the Internet, core network protocols, agents, commerce client technology, and system design principles, among others.
- BUSB-K 507 ENTERPRISE RESOURCE PLANNING (3 cr.)** P: BUSB-A 501, BUSB-D 501, BUSB-D 502, BUSB-D 503, and BUSB-F 523. Provides an overview of the enterprise resource planning (ERP) field to students. Topics covered include principles of enterprise resource management, history of ERP, and differences between function-oriented enterprise management and process-oriented management. It covers issues related to planning and implementation of ERP systems. An ERP software (SAP R/3) is used throughout the course to analyze various issues.
- BUSB-K 510 DECISION SUPPORT SYSTEMS (3 cr.)** P: CSCI-A 510 and BUSB-F 523. The course provides in-depth knowledge and training in adapting a variety of tools and techniques to develop decision support systems in support of complex decision problems.
- BUSB-K 515 ELECTRONIC COMMERCE (3 cr.)** P: CSCI-A 510 and BUSB-K 506. The course provides the technical, legal, and business concepts and skills required to manage a firm's activities related to doing business via computer networks. Primary emphasis is on assuring that students understand the full spectrum of issues related to e-commerce.
- BUSB-K 520 BUSINESS PROCESS REENGINEERING USING IT (3 cr.)** P: BUSB-K 505 and BUSB-K 510. The course demonstrates, directly and by case studies, the relationships between business process and information systems, human resources, and organizational capabilities that support the performance of processes.
- BUSB-K 585 SEMINAR IN MANAGEMENT OF INFORMATION TECHNOLOGIES I (3 cr.)** P: BUSB-K 510 and BUSB-K 520. This advanced seminar addresses important current topics on a variable basis. Possible topics include: artificial intelligence and intelligent agents, data warehouse and mining, groupware, human-computer interaction, information systems effectiveness, interorganizational systems, knowledge management, managerial and organizational cognition, strategic information systems, virtual organizations and emergent communities, design of distributed systems, enterprise architecture, global information technology, neural networks, simulation, and software engineering.

## CHEM: CHEMISTRY

- CHEM-C 101 ELEMENTARY CHEMISTRY I (3 cr.)** P: MATH-M 107 or Level 4 on the mathematics placement examination. Essential principles of chemistry, including inorganic chemistry. Generally taken concurrently with CHEM-C 121. Lecture and discussion. When followed by CHEM-C 102, satisfies programs that require only two semesters of chemistry. Credit given for only one of the courses CHEM-C 100, CHEM-C 101, CHEM-C 105. CHEM-C 101, CHEM-N 190 may be taken without credit in preparation for CHEM-C 105. I, II, S
- CHEM-C 102 ELEMENTARY CHEMISTRY II (3 cr.)** P: CHEM-C 101 and CHEM-C 121 or one year of high school chemistry with a grade of C or higher. Introduction to organic and biochemistry, organic compounds and their reactions. Lecture and discussion. CHEM-C 102 may not be substituted for CHEM-C 106 or CHEM-C 341. I, II, S
- CHEM-C 105 PRINCIPLES OF CHEMISTRY I (3 cr.)** P: One year of high school chemistry or CHEM-C 101; MATH-M 107 or Level 4 on the mathematics placement examination; CHEM-C 125 concurrently. Basic principles, including stoichiometry, atomic and molecular structure, properties of inorganic compounds. Lecture and discussion. Credit given for only one of the courses CHEM-C 100, CHEM-C 101, CHEM-C 105, CHEM-N 190. I, II

- CHEM-C 106 PRINCIPLES OF CHEMISTRY II (3 cr.)** P: CHEM-C 105, CHEM-C 125; CHEM-C 126 concurrently. Solution equilibria, thermodynamics, kinetics. Lecture and discussion. Credit given for only one of the courses CHEM-C 102, CHEM-C 106. II
- CHEM-C 120 CHEMISTRY LABORATORY (2 cr.)** P or concurrent: CHEM-N 190. Laboratory component of CHEM-N 190. Experiments illustrating chemical principles and their applications to biology, the environment, and health. Laboratory and laboratory lecture. Credit given for only one of the courses CHEM-C 120, CHEM-C 121, CHEM-C 125. I, II, S
- CHEM-C 121 ELEMENTARY CHEMISTRY LABORATORY I (2 cr.)** P or concurrent: CHEM-C 101. Laboratory component of CHEM-C 101. Introduction to the techniques and reasoning of experimental chemistry experiments illustrating principles of chemistry. Laboratory and laboratory lecture. Credit given for only one of the courses CHEM-C 120, CHEM-C 121, CHEM-C 125. I, II, S
- CHEM-C 125 EXPERIMENTAL CHEMISTRY I (2 cr.)** P: CHEM-C 105 concurrently. Laboratory component of CHEM-C 105. Emphasis on the collection and use of experimental data, properties of solutions, stoichiometry, and synthesis. Laboratory and laboratory lecture. Credit given for only one of the courses CHEM-C 120, CHEM-C 121, CHEM-C 125. I, II
- CHEM-C 126 EXPERIMENTAL CHEMISTRY II (2 cr.)** P: CHEM-C 125; CHEM-C 106 concurrently. Laboratory component of CHEM-C 106. Emphasis on equilibria, thermodynamics, qualitative analysis, acids and bases, electrochemistry, and chemical kinetics. Laboratory and laboratory lecture. II
- CHEM-C 208 PROBLEMS AND REPORTS (1-3 cr.)** P: One semester in chemistry. Laboratory, independent reading, and consultation with faculty advisor to be arranged. Intended for students who wish to investigate a topic related to chemistry and its applications. I, II, S
- CHEM-C 301 CHEMISTRY SEMINAR 1 (1 cr.)** P: Senior standing. Independent study and reading with emphasis on basic chemistry and interdisciplinary applications. Oral and written research reports and discussions by students and faculty. II
- CHEM-C 310 ANALYTICAL CHEMISTRY (4 cr.)** P: CHEM-C 341, MATH-M 125; P or Concurrent CHEM-C 361. Fundamental analytical process, including solution equilibria, electrochemical theory and applications, and chemical methods of separation and measurement. Lecture and laboratory. I
- CHEM-C 335 INORGANIC CHEMISTRY LABORATORY (1 cr.)** P or concurrent: CHEM-C 430. Laboratory component of CHEM-C 430. Preparation of inorganic and organometallic compounds illustrating special and advanced techniques, including characterization by modern physical methods. Laboratory. II
- CHEM-C 341 ORGANIC CHEMISTRY I LECTURES (3 cr.)** P: CHEM-C 106, CHEM-C 126. Chemistry of carbon compounds, including aliphatic and aromatic hydrocarbons and some of the major classes of monofunctional compounds, nomenclature, molecular structure, and shape with an introduction to spectra; reactions, mechanisms, and syntheses. Lecture and discussion. Credit given for only one of the courses CHEM-C 341, CHEM-C 102. I
- CHEM-C 342 ORGANIC CHEMISTRY II LECTURES (3 cr.)** P: CHEM-C 341. Continuation of CHEM-C 341, to include biologically important organic compounds and those of interest in research and industry. Lecture and discussion. II
- CHEM-C 343 ORGANIC CHEMISTRY I LABORATORY (2 cr.)** P or concurrent: CHEM-C 341. Laboratory component of CHEM-C 341. Laboratory instruction in fundamental techniques of organic chemistry; introduction to the preparation, separation, and identification of organic compounds, including chromatographic and spectroscopic methods. Laboratory and laboratory lecture. I
- CHEM-C 344 ORGANIC CHEMISTRY II LABORATORY (2 cr.)** P: CHEM-C 343; P or concurrent: CHEM-C 342. Laboratory component of CHEM-C 342. Preparation, separation, and identification of organic compounds, extended to more advanced techniques and classes of reactions and compounds not used in CHEM-C 343. Laboratory and laboratory lecture. II
- CHEM-C 361 PHYSICAL CHEMISTRY OF BULK MATTER (3 cr.)** P: CHEM-C 106, CHEM-C 126, MATH-M 216, PHYS-P 222. Chemical thermodynamics, introduction to kinetic theory, chemical kinetics. Lecture and discussion. I
- CHEM-C 362 PHYSICAL CHEMISTRY OF MOLECULES (4 cr.)** P: CHEM-C 106, CHEM-C 126, MATH-M 216, PHYS-P 222, MATH-M 301 or MATH-M 311. Introduction to quantum chemistry, structure and spectra of atoms and molecules, introduction to statistical thermodynamics. This course includes labo-

ratory exercises in physical chemistry, covering the material of CHEM-C 361 and CHEM-C 362. Lecture, discussion, and laboratory. II

- CHEM-C 390 SPECIAL TOPICS (1-5 cr.)** This course provides a forum for discussing topics in chemistry that are in addition to those in the basic curriculum. For example, Clinical Biotechnology (3 cr.) A basic introduction and ideal starter course for both non-science and science majors interested in technology involved in clinical testing. Emphasis is placed on diagnostic testing, method development, and their applications in different settings, including the hospital laboratory, and both biotechnology and pharmaceutical industries. Course content includes lectures, hands-on laboratory experience, guest speakers, and field trips to working clinical laboratories. Lecture and laboratory. I
- CHEM-C 409 CHEMICAL RESEARCH (1-5 cr. each semester, 10 cr. maximum)** For outstanding students. To be elected only after consultation with a faculty advisor. Cannot be substituted for any course required in a chemistry major. A research thesis is required. I, II, S
- CHEM-C 410 PRINCIPLES OF CHEMICAL INSTRUMENTATION (4 cr.)** P: CHEM-C 310, CHEM-C 361. Theory and practice of modern analytical methods, including electro-analytical techniques, quantitative spectrophotometry, magnetic methods, extraction, and chromatography. Lecture and laboratory. II
- CHEM-C 430 INORGANIC CHEMISTRY (3 cr.)** P: CHEM-C 361 and CHEM-C 362. C: CHEM-C 335. Structural inorganic chemistry, coordination compounds, mechanisms of inorganic reactions, organometallics. II
- CHEM-C 443 ORGANIC CHEMISTRY 3 (3 cr.)** P: CHEM-C 342, CHEM-C 361; P or concurrent: CHEM-C 362. A further development of the structure and reaction mechanisms of organic compounds. Topics include molecular orbital theory, reactions of carbonyl compounds, concerted reactions, and approaches to elucidating mechanisms. Lecture and discussion. II
- CHEM-C 470 POLYMER CHEMISTRY (3 cr.)** P: CHEM-C 343, CHEM-C 361. Introduction to the fundamental principles of polymer chemistry. Includes historical development; mechanisms and kinetics of radical, ionic, and coordination polymerization; classification of polymers; synthesis, characterization, and testing of polymers; polymer applications in fibers, elastomers, coatings, and engineering plastics. II (even years)
- CHEM-C 484 BIOMOLECULES AND CATABOLISM (3 cr.)** P: CHEM-C 342, one biological sciences course. Structure and function of cellular components and the generation of phosphate-bond energy. Lecture and discussion. Credit not given for both CHEM-C 484 and CHEM-C 483. I
- CHEM-C 485 BIOSYNTHESIS AND PHYSIOLOGY (3 cr.)** P: CHEM-C 483 or CHEM-C 484. Biosynthetic pathways, expression of genetic information, molecular physiology. Lecture. II
- CHEM-C 486 BIOLOGICAL CHEMISTRY LABORATORY (2 cr.)** P or concurrent: CHEM-C 483 or CHEM-C 484. Laboratory experience in biochemistry, including experiments in protein purification, electrophoresis, column and gas chromatography, biotechnology, molecular biology, enzyme kinetics, clinical chemistry, and ELISAs. Laboratory and laboratory lecture. I
- CHEM-C 490 INDIVIDUAL STUDY (1-3 cr.)** For students desiring to pursue a course of independent study in a selected topic. To be elected only after consultation with a faculty advisor. I, II, S
- CHEM-N 190 THE NATURAL WORLD (3 cr.)** Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements. I, II, S
- CHEM-T 105 PHYSICAL SCIENCE FOR ELEMENTARY TEACHERS (4 cr.)** P: MATH-T 101, MATH-T 102, MATH-T 103. Principles of physical science with focus on elementary chemistry and physics. Laboratory, demonstration, and exploration enrich course material which is designed at developing the expertise needed for success in the elementary school classroom. Does not satisfy the campuswide Natural World general education nor the science requirement in the College of Liberal Arts and Sciences. I, II
- CHEM-Y 398 PROFESSIONAL PRACTICE IN CHEMISTRY (1-6 cr.)** P: Approval of major department and the professional practice program. Designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and undergraduate advisor. Course credit may count as elective hours in the Bachelor of Science and Bachelor of Arts in chemistry majors. I, II, S



## CMLT: COMPARATIVE LITERATURE

- CMLT-C 190 AN INTRODUCTION TO FILM (3 cr.)** Study the nature of film technique, film language, film form, analysis of specific films, and major historical, theoretical, and critical developments in film and film theory from the beginnings of cinema to the present.
- CMLT-C 253 THIRD WORLD AND BLACK AMERICAN FILMS (3 cr.)** This class surveys the films of black directors in the United States. We study black directors producing movies within Hollywood and independent directors who challenge traditional cinematic conventions. We examine a range of films from the silent era to the contemporary moment. In addition, we note the influence black United States directors have on Third World film traditions and the influence Third World films have on black United States directors.
- CMLT-C 290 SURVEY OF UNITED STATES FILM HISTORY (3 cr.)** This survey of United States film history begins with the origins of cinema. In this course, students develop interpretive skills relevant to the study of film by examining the history of major film developments in the United States. Lectures, readings, and writing assignments address critical positions on cinema and strategies for understanding and interpreting film form.
- CMLT-C 310 FILM ADAPTATIONS (3 cr.)** This course focuses on both literary analysis and formal film analysis. Study the relationship between the literary and the cinematic version of several texts, and consider the strategies, agendas, and pleasures of each version, and of the process of adaptation itself.
- CMLT-C 390 FILM AND AMERICAN SOCIETY (3 cr.)** Film in relation to politics, ideology, and social history.
- CMLT-C 393 HISTORY OF EUROPEAN AND AMERICAN FILMS TO 1940 (3 cr.)** Survey of the development of cinema from its earliest beginnings, stressing film form, the silent era, emergence of genres such as westerns and musicals, the rise of the star system and big studios, issues of censorship, the transition to sound, and the dominance of Hollywood.
- CMLT-C 394 HISTORY OF EUROPEAN AND AMERICAN FILMS SINCE 1940 (3 cr.)** Survey of European and American films since World War II, stressing wartime films, Neorealism, Film Noir, the New Wave, modern genres, impact of television, major developments of national industries, and industrial and artistic changes. Directors covered may include Bergman, Hitchcock, Allen, Bunuel, Fellini, Truffaut, Eisenstein, Renoir, Welles, Fassbinder, De Sica, and Antonioni.
- CMLT-C 491 AUTHORSHIP IN THE CINEMA (3 cr.)** Topic varies: in-depth analysis of individual film makers, viewed as “authors.” May be repeated once, with a different topic.
- CMLT-C 603 TOPICS IN COMPARATIVE LITERATURE STUDIES (4 cr.)** Explores specific problems between two literatures or between literature and another area in the humanities. This is a variable title course and may be repeated once for credit.
- CMLT-T 190 LITERARY AND INTELLECTUAL TRADITIONS (3 cr.)** Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing-intensive, discussion-focused.

## COAS: COLLEGE OF ARTS AND SCIENCES

- COAS-Q 400 JOB SEARCH STRATEGIES FOR LIBERAL ARTS STUDENTS (1 cr.)** Emphasis on identifying each individual’s marketable skills, locating job possibilities, writing resumes and correspondence, and interviewing for jobs. Stresses the value of the arts and sciences degree in the competitive labor market.
- COAS-Q 110 INTRODUCTION TO INFORMATION LITERACY (1 cr.)** This course examines information structure and organization, as well as teaching techniques and skills for effectively identifying, acquiring, evaluating, using, and communicating information in various formats.

## COGS: COGNITIVE SCIENCE

- COGS-Q 240 FOUNDATIONS OF COGNITIVE SCIENCE (4 cr.)** Foundational introduction to the cognitive and information sciences. The primary themes are: (1) causal issues such as functional and computational architecture (e.g., modularity, effectiveness, and implementation, analog/digital), neuroscience, and embodied dynamics; and (2) semantic issues such as meaning, representation, content, and information

flow. The role of both themes in logic, perception, computation, cognition, and consciousness. Throughout, an emphasis on writing, analysis, and exposition.

## **CSCI: COMPUTER SCIENCE**

- CSCI-A 106 INTRODUCTION TO COMPUTING (3 cr.)** Fundamentals of computer hardware and software; use of packaged programs in areas such as word processing, spreadsheets, database management, communications, graphics; the role and impact of computers in society. Course is designed for people with little or no computer experience. One class per week is spent in the microcomputer teaching laboratory. May not be taken for graduation credit after CSCI-C 101.
- CSCI-A 107 PROGRAMMING WITHIN APPLICATIONS (4 cr.)** P: CSCI-A 106 or equivalent. Advanced study and use of the productivity software such as spreadsheets, databases, and presentation packages.
- CSCI-A 150 INTRODUCTION TO OPERATING SYSTEMS (1 cr.)** P: CSCI-A 106 or equivalent. Study of the basic concepts of operating systems. Understanding the role of operating systems in providing a virtual machine interface. Understanding the relationship between the hardware and operating system. Survey of the user-level operating system facilities and commands.
- CSCI-A 201 INTRODUCTION TO PROGRAMMING (4 cr.)** R: MATH-M 14. Fundamental programming constructs, including loops, arrays, classes, and files. General problem-solving techniques. Emphasis on modular programming, user-interface design, and developing good programming style. Not intended for computer science majors.
- CSCI-A 338 NETWORK TECHNOLOGIES AND SYSTEMS ADMINISTRATION (3 cr.)** P: CSCI-A 150. Introduction to network principles and current network technology, both hardware and software. Network administration tools and techniques. Laboratory provides practical experience.
- CSCI-A 340 INTRODUCTION TO WEB PROGRAMMING (3 cr.)** P: CSCI-A 201 or CSCI-C 101. An introduction to programming Web documents, including HTML, JavaScript, and Perl. Creation of a simple Web site, including a home page with dynamic elements, using both client-side and server-side techniques. Not intended for computer science majors.
- CSCI-A 504 INTRODUCTORY C++ PROGRAMMING (2 cr.)** P: Programming experience. Topics include aspects of C++ that are not object-oriented, basic data structures, standard libraries, and Unix tools for project management. Credit not given for both CSCI-A 504 and CSCI-C 101. Undergraduate computer science majors should take CSCI-C 101.
- CSCI-A 505 OBJECT-ORIENTED PROGRAMMING (4 cr.)** Provides students with a background in computer programming skills. The focus is on a fundamental understanding of the programming process, particularly object oriented, related to business and managerial applications. Students are expected to create working programs in a suitable language, such as Visual BASIC, C++, or Java (or whatever language is appropriate as circumstances change), but more emphasis is placed on design principles and concepts such as "object," "class," and "interface" than on coding proficiency.
- CSCI-A 506 OBJECT-ORIENTED PROGRAMMING IN C++ (2 cr.)** P: CSCI-A 504. Topics include objects, classes, encapsulation, inheritance, polymorphism, templates, and exceptions. Credit not given for both CSCI-A 506 and CSCI-C 201. Undergraduate computer science majors should take CSCI-C 201.
- CSCI-A 510 DATABASE MANAGEMENT SYSTEMS (3 cr.)** P: CSCI-A 505. Provides students with a background in database management systems development and application. Emphasizes fundamental understanding of database management systems as they relate to businesses and management computer applications. Students are exposed to various logical data models including hierarchical, network, relational, and object-oriented. Topics covered include file systems and databases, the relational database model-structured query language, entity relationship modeling, normalization of database tables, database design, conceptual design, conceptual design verification, logical design implementation, transaction management concurrence control distributed database management systems, object-oriented databases, client/server systems, data warehouse, databases and the Internet, and database administration.
- CSCI-A 515 TELECOMMUNICATIONS (4 cr.)** P: CSCI-A 505. Provides students with a background in telecommunications and computer networking. Emphasizes fundamental understanding of telecommunications as they relate to business and management computer applications. Students are expected to become conversant with telecommunication systems design principles and concepts, not to develop the network building skills associated with a technician.

- CSCI-A 593 COMPUTER STRUCTURES (3 cr.)** P: CSCI-A 506 or CSCI-C 201. Computer architecture and machine language, internal data representation, symbolic coding and assembly systems, macros, program segmentation and linking, I/O devices, serial communication. Projects to illustrate basic machine structure and programming techniques. Credit not given for both CSCI-A 593 and CSCI-C 335. Undergraduate computer science majors should take CSCI-C 335.
- CSCI-A 594 DATA STRUCTURES (3 cr.)** P: CSCI-C 201 or CSCI-C 504, CSCI-C 506. Abstract data types and their implementations, using various data structures and algorithms; advanced features of C++; elementary algorithm analysis; space/time trade-offs; sorting and searching; introduction to object oriented design and programming; software engineering principles. Credit not given for both CSCI-A 594 and CSCI-C 243. Undergraduate computer science majors should take CSCI-C 243.
- CSCI-B 424 PARALLEL AND DISTRIBUTED PROGRAMMING (3 cr.)** P: CSCI-C 243, MATH-M 301. Overview of parallel computers, shared memory, message passing, MIMD and SIMD classifications. Understanding and use of message passing and synchronization facilities such as MPI. Study of parallel programming models such as master-slave, client-server, task-farming, divide-and-conquer, and pipelining. Performance analysis of parallel systems, execution time, time complexity, load balancing, and scalability. Credit not given for both CSCI-B 424 and CSCI-B 524.
- CSCI-B 438 COMPUTER NETWORKS (3 cr.)** P: CSCI-C 243, CSCI-C 335. Fundamental concepts and technologies used in design of computer networks. Architecture and design philosophy of Internet and basic performance issues. Low-level technologies like Ethernet and wireless. Packet switching and virtual circuits. Core protocols of the Internet, such as TCP and IP. Error control, congestion control, and routing.
- CSCI-B 481 INTERACTIVE COMPUTER GRAPHICS (3 cr.)** P: CSCI-C 243, MATH-M 301. An introduction to interactive programming: design and implementation of graphical user interfaces (GUI). Fundamentals of modern interactive graphics: hardware, software, data structures, mathematical manipulation of graphical objects, algorithms for two- and three-dimensional graphics. No prior background in graphics is needed, although a good background in C++ programming and data structures is required. Some familiarity with computer architecture is assumed.
- CSCI-B 503 ALGORITHMS DESIGN AND ANALYSIS (3 cr.)** P: CSCI-C 251, MATH-M 209 or MATH-M 216, and MATH-MM 260 or MATH-M 365 or MATH-M 463. Models, algorithms, recurrences, summations, growth rates. Probabilistic tools, upper and lower bounds, worst-case and average-case analysis, amortized analysis, dynamization. Comparison-based algorithms: search, selection, sorting, hashing. Information extraction algorithms (graphs, databases). Graphs algorithms: spanning trees, shortest paths, connectivity, depth-first, breadth-first search. Credit not given for both CSCI-C503 and C455.
- CSCI-B 524 PARALLELISM IN PROGRAMMING LANGUAGES AND SYSTEMS (3 cr.)** P: CSCI-C 243, MATH-M 301. Overview of parallel computers, shared memory, message passing, MIMD and SIMD classifications. Understanding and use of message passing and synchronization facilities such as MPI. Study of parallel programming models such as master-slave, client-server, task-farming, divide-and-conquer, and pipelining. Performance analysis of parallel systems, execution time, time complexity, load balancing, and scalability. Credit not given for both CSCI-B 524 and B424.
- CSCI-B 538 NETWORKS AND DISTRIBUTED COMPUTING (3 cr.)** P: CSCI-B 438. R: CSCI-C 435. Advanced concepts and technologies of computer networks. Protocols and protocol stacks. Client-server models. Distributed object technology. High-performance and high-bandwidth techniques. Distributed operating systems.
- CSCI-B 541 HARDWARE SYSTEM DESIGN I (3 cr.)** P: CSCI-C 243, CSCI-C 335, PHYS-P 303. Structured approach to hardware design, emphasizing hardwired and microprogrammed control. Boolean algebra, hardware building blocks, architecture and control, implementation issues. In the laboratory, students build a working computer using hardware prototyping technologies. Basic training in the use of design and simulation software. Lecture and laboratory. Credit not given for both CSCI-B 541 and CSCI-C 421.
- CSCI-B 551 ELEMENTS OF ARTIFICIAL INTELLIGENCE (3 cr.)** P: CSCI-C 251. Major issues and approaches in artificial intelligence. Principles of reactive, goal-based, and utility-based agents. Problem solving and search. Knowledge representation and design of representational vocabularies. Inference and theorem proving, reasoning under uncertainty, and planning. Overview of machine learning. Credit not given for both CSCI-B 551 and C463.

- CSCI-B 553 BIOMORPHIC COMPUTATION (3 cr.)** P: Permission of instructor. Biologically-inspired approaches to the design of intelligent systems. Distributed and perceptually-grounded representations. Temporal processing. Neural-network approaches to vision and natural language processing. Evolutionary computation. Additional topics may include an introduction to analogy computing, dynamical systems, and artificial life.
- CSCI-B 561 ADVANCED DATABASE CONCEPTS (3 cr.)** P: CSCI-C 442. Database models and systems: specially relational and object-oriented, relational database design theory, structures for efficient data access, query languages and processing, database applications development, views. Transaction management: concurrency and recovery.
- CSCI-B 581 ADVANCED COMPUTER GRAPHICS (3 cr.)** P: CSCI-C 243 and MATH-M 301. Introduction to graphics hardware and software. Two-dimensional graphics methods, transformations, and interactive methods. Three-dimensional graphics, transformations, viewing geometry, object modeling and interactive manipulation methods. Basic lighting and shading. Video and animation methods. A selection of topics from contemporary computer graphics, incorporating and extending the material in CSCI-C 481, such as advanced rendering, procedural modeling, and data visualization. Topics include exposure to current research as well as providing an historic perspective. A sampling of research papers and a project in computer graphics form a substantial portion of this course. Credit not given for both CSCI-B 581 and C481.
- CSCI-B 582 IMAGE SYNTHESIS (3 cr.)** P: CSCI-C 481. Raster image display: color theory, gamma correction, and filtering. Advanced shading methods: local illumination models, global illumination models. Surface display, including ray tracing and Z-buffering. Solid modeling; spline surfaces, CSG, superquadrics, and deformations. Scientific visualization: isosurfaces and volume rendering.
- CSCI-B 583 GAME PROGRAMMING AND DESIGN (3 cr.)** P: CSCI-B 581 or CSCI-C 481. Programming techniques and data structures for game implementation, elements of game design, current trends in the game industry, game theory, social aspects, and elements of artificial intelligence in games.
- CSCI-B 651 NATURAL LANGUAGE PROCESSING (3 cr.)** P: CSCI-C 463. Theory and methods for natural language processing. Algorithms for sentence parsing and generation. Context-free and unification grammars. Question-and-answer systems. Analysis of narratives. Finite-state approaches to computational phonology and morphology. Machine translation. Machine learning of natural language. Speech recognition. Neural-network and statistical alternatives to symbolic approaches.
- CSCI-B 657 COMPUTER VISION (3 cr.)** P: CSCI-C 463 or CSCI-B 551. Concepts and methods of machine vision as a branch of artificial intelligence. Basics of digital image processing. Local and global tools for deriving information from image data. Model-based object recognition and scene understanding.
- CSCI-B 661 DATABASE THEORY AND SYSTEMS DESIGN (3 cr.)** Database models: relational, deductive, complex-object, object-oriented. Query languages: relational algebra and calculus, datalog, fixpoint logics, object-oriented query languages. Transaction management theory: concurrency control, recovery, distribution. Post-relational and object-oriented database systems.
- CSCI-B 689 TOPICS IN GRAPHICS AND HUMAN-COMPUTER INTERACTION (1-6 cr.)** P: Instructor's permission. Special topics in graphics and human-computer interaction. May be repeated for credit, with permission.
- CSCI-C 101 COMPUTER PROGRAMMING I (4 cr.)** P: MATH-M 14 or equivalent. Fundamental concepts of algorithm development, computer programming, and data structuring.
- CSCI-C 151 MULTIUSER OPERATING SYSTEMS (2 cr.)** P: CSCI-C 101. Survey of the operating system facilities, commands, and programming environments. Topic selected from the following: installation and maintenance of Linux operating system, processes and process management, file systems, memory and virtual memory management, networking and its role in modern computing environment, operating system security, shell script programming.
- CSCI-C 201 COMPUTER PROGRAMMING II (4 cr.)** P: CSCI-C 101. Fundamental concepts of computer science, including top-down design, data structures, structured control flow, modular programming, recursion, and standard algorithms.
- CSCI-C 243 INTRODUCTION TO DATA STRUCTURES (4 cr.)** P: CSCI-C 151, CSCI-C 201. CSCI-C 151 may be taken concurrently with CSCI-C 243. Abstract data types and their implementations using various data structures and algorithms, elementary algorithm analysis, space/time trade-offs, sorting and

searching, finite graph algorithms, introduction to object-oriented design and programming, software engineering principles.

- CSCI-C 251 FOUNDATIONS OF DIGITAL COMPUTING (3 cr.)** P: CSCI-C 243, a course in calculus. Mathematical foundations of computing, including mathematical induction, propositional logic, proofs of correctness. Turing machines, computability, and the halting problem.
- CSCI-C 297 SOPHOMORE TOPICS IN COMPUTER SCIENCE (2-3 cr.)** Contents and prerequisites vary from year to year. This course may count toward a minor, but not a major. The department uses this course to present current and future trends in computing.
- CSCI-C 308 SYSTEM ANALYSIS AND DESIGN (4 cr.)** P: CSCI-C 243. The software development life cycle, structured top-down and bottom-up design, data flow diagramming, entity relationship modeling, study of computer-aided software engineering, I/O design and validation, file and database design, design of user interfaces, comparison of structured vs. object-oriented design. A team project is completed.
- CSCI-C 311 ORGANIZATION OF PROGRAMMING LANGUAGES (3 cr.)** P: CSCI-C 243, CSCI-C 335. Design and implementation of programming languages: syntax; semantics; comparison of programming paradigms such as imperative, functional, logic, and object-oriented. Implementation of concepts such as binding, scope, looping, branching, subprograms and parameter passing, tasks and concurrency, heap management, exception handling, templates, inheritance, overloading.
- CSCI-C 335 COMPUTER STRUCTURES (4 cr.)** P: CSCI-C 201. Computer architecture and machine language, internal data representation, assembly systems, macros, program segmentation and linking, I/O devices, serial communication. Projects to illustrate basic machine structure and programming techniques.
- CSCI-C 421 COMPUTER ORGANIZATION (3 cr.)** P: CSCI-C 243, CSCI-C 335, PHYS-P 303. Principles of logic design, addressing, central processing units, microprogrammed versus hardwired control, input-output organization, interrupts, other topics chosen by the instructor.
- CSCI-C 431 ASSEMBLERS AND COMPILERS I (3 cr.)** P: CSCI-C 311. Analysis and implementation of a compiler for a high-level programming language. Relationship between regular languages, finite automata, lexical analysis, and scanner generators such as lex. Relationship between context-free grammars, stack machines, parsers, and parser generators such as yacc and lgen. Symbol tables and semantic analysis for translating declarations, expressions, assignments, I/O, control structures, and subroutines. Large programming project
- CSCI-C 435 OPERATING SYSTEMS (4 cr.)** P: CSCI-C 243, C335, and three additional computer science courses above the level of C201. Design and implementation of operating systems: the process model, process synchronization, semaphores, deadlock management, multi-tasking, multi-threading, interprocess communication, process scheduling, memory management, paging, segmentation, virtual memory management, file system design and implementation, I/O device drivers, interrupt handlers and spoolers. Students complete the design and implementation of a simulated. multi-tasking, operating system.
- CSCI-C 441 INFORMATION ORGANIZATION AND RETRIEVAL (3 cr.)** P: CSCI-C 243. Fundamental structures and algorithms for the management of secondary storage devices: persistence; sharability; file and database organization; fields; records; transactions; hardware concepts of storage devices; sequential, random, indexed, hashed, and B-tree files; operations on files; search; sort; performance issues.
- CSCI-C 442 DATABASE SYSTEMS (3 cr.)** P: CSCI-C 308. The fundamental concepts, theory, and practices in the design and implementation of database management systems: data independence; data modeling; entity relationship modeling; functional dependencies; normalization; relational, hierarchical, network, and object-oriented data models; relational algebra; relational calculus; data definition and manipulation languages; recovery; concurrency; security; integrity of data.
- CSCI-C 455 ANALYSIS OF ALGORITHMS (3 cr.)** P: CSCI-C 243, and MATH-M 209 or M216, and M260. R: CSCI-C 251. Mathematical analysis of time and space requirements for algorithms, using combinatorics, recurrence relations, and elementary probability theory. Advanced graph algorithms. Tractable and intractable problems.
- CSCI-C 463 ARTIFICIAL INTELLIGENCE (3 cr.)** P: CSCI-C 251. R: CSCI-C 311. Techniques and principles of artificial intelligence and implementations of some of these techniques. Various formalisms for representing knowledge, and relationships of this to such tasks as inference, game playing, planning, and machine learning.

- CSCI-C 481 INTERACTIVE COMPUTER GRAPHICS (3 cr.)** P: CSCI-C 243 and MATH-M 301. M301 may be taken concurrently with C481. Computer graphics techniques. Introduction to graphics hardware and software. Two-dimensional graphics methods, transformations, and interactive methods. Three-dimensional graphics, transformations, and viewing geometry. Three-dimensional object modeling and interactive manipulation methods. Basic lighting and surface shading. Introduction to video and animation methods.
- CSCI-C 490 SEMINAR IN COMPUTER SCIENCE (1-3 cr.)** P: Varies. Special topics in computer science.
- CSCI-P 536 ADVANCED OPERATING SYSTEMS (3 cr.)** P: CSCI-C 435. Advanced topics in operating systems, such as: multitasking, synchronization mechanisms, distributed system architecture, client-server models, distributed mutual exclusion and concurrency control, agreement protocols, load balancing, failure recovery, fault tolerance, cryptography, multiprocessor operating systems.
- CSCI-P 565 SOFTWARE ENGINEERING I (3 cr.)** P: CSCI-C 308. Analysis, design, and implementation of software systems. Requirements specification: data and process modeling. Software design methodologies. Software quality assurance: testing and verification. Software development processes.
- CSCI-Y 398 INTERNSHIP–PROFESSIONAL PRACTICE (3 cr.)** P: CSCI-C 308, CSCI-C 335 and one other CSCI course above the level of CSCI-C 243. Enrollment requires that the student be accepted as a temporary employee of an organization or business outside the university, or must work on a on-campus project with the approval of the internship director. The work must offer the student challenging computer experience in a closely supervised position. The student reports weekly to the faculty member in charge. Prior approval of the position is required.
- CSCI-Y 790 GRADUATE INDEPENDENT STUDY (1-6 cr.)** Independent study under the direction of a faculty member, culminating in a written report. May be repeated for credit. R grade not allowed. The different departmental options for independent study are: research and reading, software system development, master's research project, master's software project, and a university master's thesis.
- CSCI-Y 798 PROFESSIONAL PRACTICUM/INTERNSHIP (0 cr.)** P: Current enrollment in graduate degree program in computer science. Provides for participation in graduate-level professional training and internship experience. I, II, S

## **DAST: DENTAL ASSISTING**

- DAST-A 111 ANATOMY, PHYSIOLOGY, AND ORAL PATHOLOGY (2 cr.)** An overview of the structures, functions, and diseases of the human body; including basic tissues, organs, and organ systems, with special emphasis on diseases of the face and mouth. I
- DAST-A 112 DENTAL AND MEDICAL EMERGENCIES AND THERAPEUTICS (2 cr.)** A course including recognition and clinical experience of systemic emergencies. Comprehensive study of the physiological, toxicological, and therapeutic effects of drugs on living organisms with emphasis on their rational application to the treatment of disease. Content includes discussions of drugs which are widely prescribed by physicians and dentists. II
- DAST-A 113 ANATOMY, PHYSIOLOGY, AND ORAL PATHOLOGY II (1 cr.)** A continuation of the content outlined in DAST-A 111. II
- DAST-A 114 ORAL ANATOMY, HISTOLOGY, AND EMBRYOLOGY (2 cr.)** A study of the morphology, structure, and function of deciduous and permanent teeth and surrounding tissues, also including osteology of the maxilla and mandible, nerve and vascular supply of teeth, and muscles of mastication. Also a study of the histology and embryology of human teeth and surrounding tissues. I
- DAST-A 131 DENTAL MATERIALS I (3 cr.)** The physical and chemical properties of dental materials. Study includes selection, characteristics, manipulation, and care of materials used in dentistry. I
- DAST-A 132 DENTAL MATERIALS II (2 cr.)** A continuation of the student's laboratory experience, as outlined in DAST-A 131. II
- DAST-A 141 PREVENTIVE DENTISTRY AND NUTRITION (2 cr.)** Etiology of prevalent oral diseases and their prevention, with particular emphasis on plaque, plaque control, and fluorides. The effects of major nutrients on the physiologic body processes, applied nutrition in dental caries and periodontal disease, clinical and laboratory experiences. I

- DAST-A 161 BEHAVIORAL SCIENCE (1 cr.)** An introduction to psychology applicable in the dental office, emphasizing communication and personal relationships; the role of the dental assistant as seen by the dentist, auxiliaries, and patient. Attitude, personality, motivation, and habit formation are discussed from a dental perspective. II
- DAST-A 162 WRITTEN AND ORAL COMMUNICATION (1 cr.)** Instruction and practice in gathering and organizing material for written and oral presentation. I
- DAST-A 171 CLINICAL SCIENCE I (4-6 cr.)** A core course in dental nomenclature; the role of the assistant as a member of the dental health team in general dentistry and dental specialties to include charting the mouth, identification and utilization of instruments and equipment, principles of dental procedures, instrument transfer, isolation techniques, and the theory and practice of asepsis.
- DAST-A 172 CLINICAL SCIENCE II (4-6 cr.)** An overview of the specialties of dentistry and clinical chairside experience, including an extramural assignment; allows for refining of student skills. A seminar provides students opportunities to share experiences.
- DAST-A 182 PRACTICE MANAGEMENT, ETHICS, AND JURISPRUDENCE (3 cr.)** Dental practice management in reception procedures, appointment control, and clinical and financial records; purchasing and inventory control. Study of the legal and ethical aspects of dentistry. II
- DAST-H 303 DENTAL RADIOLOGY (2 cr.)** Principles of radiation production, placement of intra-oral film, proper exposure and processing of this film, proper radiation safety measures taken by the operator, and the interpretation of the finished radiographs. I
- DAST-H 305 RADIOLOGY CLINIC I (1 cr.)** Clinical experience in radiographic techniques and interpretation of radiographic images. I
- DAST-H 306 RADIOLOGY CLINIC II (1 cr.)** A continuation of the student's clinical experience, as outlined in DAST-H 305. II

## **DHYG: DENTAL HYGIENE**

- DHYG-H 205 MEDICAL AND DENTAL EMERGENCIES (1 cr.)** A study of emergency situations in the dental office, including treatment, emergency prevention, and preparedness. I
- DHYG-H 211 HEAD AND NECK ANATOMY (2 cr.)** P: DHYG-H 214 or consent of instructor. Descriptive anatomical study of the regions of the head and neck, including skeletal, blood, and nervous tissues. Special emphasis on structures related to clinical dental hygiene procedures. I
- DHYG-H 213 GENERAL PATHOLOGY (1 cr.)** A study of the gross and microscopic anatomy, physiology, embryology, and pathology of the human body. I
- DHYG-H 214 ORAL ANATOMY, HISTOLOGY, AND EMBRYOLOGY (3 cr.)** A study of the morphology, structure, and function of deciduous and permanent teeth and surrounding tissues; includes osteology of the maxilla and mandible, with reinforcing laboratory procedures and clinical applications; the study of the histology and embryology of human teeth and surrounding tissues. I
- DHYG-H 215 PHARMACOLOGY AND THERAPEUTICS (2 cr.)** P: DHYG-H 213. Actions and uses of drugs and theory of anesthetics; emphasis on drugs used in dentistry. II
- DHYG-H 217 PREVENTIVE DENTISTRY (2 cr.)** Introduction to the philosophy, and need, for preventative dentistry. Emphasis is on concepts and skills of self-motivation, knowledge of dental diseases and abnormalities, application of the principles of fluoridation, nutrition, patient motivation, home care, and other preventative topics. I
- DHYG-H 218 FUNDAMENTALS OF DENTAL HYGIENE (6 cr.)** An introduction to the concepts of the dental hygiene profession, including the basic didactic and laboratory/clinic practice for the performance of dental hygiene services. I
- DHYG-H 219 CLINIC PRACTICE I (4 cr.)** P: DHYG-H 218. Performance of dental hygiene services in the clinical setting. Included is didactic instruction, and clinical application, of dental hygiene procedures for providing patient care, and an introduction to oral diagnosis. I

- DHYG-H 221 CLINICAL DENTAL HYGIENE PROCEDURES (3 cr.)** C: DHYG-H 218. This course is designed to assist the dental hygiene student in developing effective communication skills as a component of the initial clinical experience.
- DHYG-H 224 ORAL HISTOLOGY AND EMBRYOLOGY (1 cr.)** A study of the histology and embryology of human teeth and surrounding tissues. I
- DHYG-H 242 INTRODUCTION TO DENTISTRY (1 cr.)** An overview of the specialties of dentistry with emphasis on information the hygienist needs in patient education. I
- DHYG-H 300 CLINICAL PRACTICE A-S (3 cr.)** P: DHYG-H 219. Continued performance of dental hygiene services in the clinical setting. Includes didactic instruction and clinical application of dental hygiene procedures for providing patient care.
- DHYG-H 301 CLINICAL PRACTICE II (5 cr.)** P: DHYG-H 219. Continued performance of dental hygiene services in various clinical settings. Included is didactic instruction and clinical application of dental hygiene services for providing patient care. S
- DHYG-H 302 CLINICAL PRACTICE III (5 cr.)** P: DHYG-H 219. Continued performance of dental hygiene services in various clinical settings. Included is didactic instruction and clinical application of dental hygiene services for providing patient care. II
- DHYG-H 303 DENTAL RADIOLOGY (1 cr.)** Theory of radiation production, usage, and safety. I
- DHYG-H 304 ORAL PATHOLOGY (2 cr.)** P: DHYG-H 219. Study of common oral lesions, neoplasms, developmental abnormalities, and acquired disorders of the teeth and surrounding tissues. Included are general, dental, and oral pathological processes with emphasis on etiology and clinical manifestations. II
- DHYG-H 305 RADIOLOGY CLINIC I (1 cr.)** Introduction to the techniques, tools, and equipment associated with radiographic production, including film placement, exposure, processing, and mounting. I
- DHYG-H 306 RADIOLOGY CLINIC II (1 cr.)** Continuation of the study of radiographic techniques, and an introduction to film evaluation and interpretation. II
- DHYG-H 307 RADIOLOGY CLINIC III (1 cr.)** Continuation of the study of radiographic techniques, and an introduction to film evaluation and interpretation. II
- DHYG-H 308 DENTAL MATERIALS (2 cr.)** Composition, physical, and chemical properties of materials used in dentistry. I
- DHYG-H 309 PRACTICE OF COMMUNITY DENTAL HYGIENE (2 cr.)** P: DHYG-H 347. Supervised field experience in various community settings, including dental health instruction and treatment in schools, and dental health education to community organizations. II
- DHYG-H 320 PRACTICE MANAGEMENT, ETHICS, AND JURISPRUDENCE (2 cr.)** Ethics, jurisprudence, and practice management concepts, including a study of state practice acts, dental hygiene employment opportunities, recall systems, and current trends in the dental hygiene profession. II
- DHYG-H 321 PERIODONTICS (2 cr.)** P: DHYG-H 219. A study of periodontal diseases, including the anatomy, classification, etiology, treatment, and relationship to systemic conditions. II
- DHYG-H 344 SENIOR HYGIENE SEMINAR (1 cr.)** Independent study. S/F graded.
- DHYG-H 347 COMMUNITY DENTAL HEALTH (3 cr.)** Principles of epidemiology, public health, health education, and disease prevention for the community. Development of the elemental concepts of research design, measurements, and statistics. II
- DHYG-H 351 ADVANCED CLINICAL PROCEDURES (2 cr.)** P: DHYG-H 301. A study of selected advanced clinical procedures. II

## **EALC: JAPANESE AND CHINESE**

*All world language classes may require homework using audio, visual, or computer-based materials in the world language resource center.*

- EALC-C 101 ELEMENTARY CHINESE I (3 cr.)** An introductory, skills-oriented course that emphasizes both basic language acquisition and Chinese culture.



- EALC-C 102 ELEMENTARY CHINESE II (3 cr.)** P: EALC-C 101 or equivalent. Students build on basic vocabulary learned in the first semester to become increasingly proficient in reading and writing Chinese. Attention is also paid to building oral proficiency.
- EALC-J 101 ELEMENTARY JAPANESE I (4 cr.)** An introductory, skills-oriented course that emphasizes a pragmatic, contextual approach to learning grammar and vocabulary. The goal of this course is interactional competence in a limited variety of communicative situations.
- EALC-J 102 ELEMENTARY JAPANESE II (4 cr.)** P: EALC-J 101, or equivalent proficiency. An introductory, skills oriented course that emphasizes a pragmatic, contextual approach to learning grammar and vocabulary. The goal of this course is interactional competence in a limited variety of communicative situations.
- EALC-J 201 SECOND-YEAR JAPANESE I (3 cr.)** P: EALC-J 101, EALC-J 102 or equivalent proficiency. Continuation of emphasis on communicative skills. Increased attention to reading and writing skills. I
- EALC-J 202 SECOND-YEAR JAPANESE II (3 cr.)** P: EALC-J 201 or equivalent proficiency. Continuation of emphasis on communicative skills. Increased attention to reading and writing skills. II
- EALC-J 301 THIRD-YEAR JAPANESE I (3 cr.)** P: EALC-J 201, EALC-J 202 or equivalent proficiency. Students increase proficiency in reading modern Japanese. I
- EALC-J 302 THIRD-YEAR JAPANESE II (3 cr.)** P: EALC-J 201, EALC-J 202 or equivalent proficiency. Students increase proficiency in reading and writing modern Japanese. II

## **ECON: ECONOMICS**

- ECON-E 103 INTRODUCTION TO MICROECONOMICS (3 cr.)** Microeconomics examines how households and businesses make decisions with respect to income, prices, and output. Economic theories are developed and illustrated by applying them to real-world economic problems, such as poverty, environmental concerns, energy, etc. I, II, S
- ECON-E 104 INTRODUCTION TO MACROECONOMICS (3 cr.)** Macroeconomics discusses the causes at the level of national economic activity, why this level changes over time, and government spending, taxing, and monetary policies which retard or promote economic performance. Problems of unemployment, inflation, and economic growth are analyzed. I, II, S
- ECON-E 270 INTRODUCTION TO STATISTICAL THEORY IN ECONOMICS AND BUSINESS (3 cr.)** P: BUS-K 201, MATH-M 118. Review of basic probability concepts. Sampling, inference, and testing statistical hypotheses. Application of regression and correlation theory, analysis of variance, and elementary decision theory. Credit not given for both ECON-E 270 and MATH-K 310. I, II, S
- ECON-E 304 SURVEY OF LABOR ECONOMICS (3 cr.)** P: ECON-E 103. Economic problems of the wage earner in modern society; structure, policies, and problems of labor organizations; employer and governmental labor relations. I
- ECON-E 305 MONEY AND BANKING (3 cr.)** P: ECON-E 103, ECON-E 104. Monetary and banking system of the United States, supply and control of money, impact of money on the United States economy, topics in the application of Federal Reserve monetary policy, analytical treatment of the Federal Reserve system and the commercial banking industry. II
- ECON-E 308 PUBLIC FINANCE: SURVEY (3 cr.)** P: ECON-E 103, ECON-E 104. Analysis of the impact of government activity upon the economy. Topics include: economic functions of government, public decision making, federal budget process, principles of taxation, and major United States taxes. I
- ECON-E 315 COLLECTIVE BARGAINING, PRACTICES, AND PROBLEMS (3 cr.)** P: ECON-E 304 or consent of instructor. Collective bargaining in contemporary economy; economic, social, and legal problems involved in negotiating; administration of collective bargaining agreement through grievance procedure and arbitration. II
- ECON-E 321 INTERMEDIATE MICROECONOMIC THEORY (3 cr.)** P: ECON-E 103. Microeconomics: the theory of demand, theory of production, pricing under conditions of competition and monopoly, allocation and pricing of resources, partial and general equilibrium theory, welfare economics. I
- ECON-E 322 INTERMEDIATE MACROECONOMIC THEORY (3 cr.)** P: ECON-E 104. Macroeconomics: national income accounting; theory of income, employment, and price level; counter-cyclical and other public policy measures. II

- ECON-E 375 INTRODUCTION TO MATHEMATICAL ECONOMICS (3 cr.)** P: ECON-E 103, ECON-E 104, MATH-E 118 and MATH-E 119. Micro- and macroeconomic concepts in a mathematical setting. Basic application of mathematical concepts to marginal analysis, equilibrium, and optimization. Application of matrix theory to input-output analysis and the solution of economic equilibrium.
- ECON-E 470 INTRODUCTION TO ECONOMETRICS (3 cr.)** P: ECON-E 270 or MATH-K 310. Applications of regression analysis to economic and business data; estimation and hypothesis testing of the classical regression model; heteroscedasticity, collinearity, errors in observation, functional forms, and autoregressive models; estimation of simultaneous equation models. I (even years)
- ECON-E 490 ADVANCED UNDERGRADUATE SEMINAR IN ECONOMICS (4 cr.)** Open to students who have completed ECON-E 321, ECON-E 322, and ECON-E 470, or consent of instructor. In this seminar, contemporary economic problems are analyzed with special emphasis on how to research these problems. II
- ECON-S 103 INTRODUCTION TO MICROECONOMICS-HONORS (3 cr.)** P: Consent of the coordinator of the honors program or the instructor. Covers the same general content as ECON-E 103. Special emphasis is placed on analysis of contemporary economic issues, selected advanced economic topics, and student-faculty interaction. I
- ECON-S 104 INTRODUCTION TO MACROECONOMICS-HONORS (3 cr.)** P: Consent of the coordinator of the honors program or the instructor. Covers the same general content as ECON-E 104. Special emphasis is placed on analysis of contemporary economic issues, selected advanced economic topics, and student-faculty interaction. II

## **EDUC: EDUCATION**

- EDUC-A 500 INTRODUCTION TO EDUCATIONAL LEADERSHIP (3 cr.)** This course is an overview of the principalship; including issues in education, the purpose of schools, leadership, and management; the fundamentals of change; and the principal's role and responsibilities in creating effective schools. This content is based on the six IPSB Standards for School Administrators that are the core of the IPSB principal's licensing program. A major function of this course is to determine student readiness for participation in, and acceptance into, the School Leadership Cohort program. S
- EDUC-A 502 COMMUNICATION AND INTERPERSONAL RELATIONSHIPS (3 cr.)** P: EDUC-A 500 and admission to the principals' certification program. This course is designed to develop expertise in four types of communication faced by school administrators: interpersonal, group, organizational, and public. Practice involves participation in actual school situations to understand the role communication plays in problem identification and resolution. Skills of writing and speaking in a range of experiences, both in person and through the media, are emphasized.
- EDUC-A 504 KNOWLEDGE OF TEACHING AND LEARNING (6 cr.)** P: EDUC-A 500 and admission to the principal's certification program. This course involves interpreting and communicating curriculum standards, discussion and application of teaching and learning theory as they relate to the practice of teaching, analyzing student achievement data, supervising/evaluating personnel, commitment to meaningful change and an understanding of its dynamics, coordinating and facilitating ongoing staff development, and a commitment to one's own professional development. II
- EDUC-A 506 PORTFOLIO ASSESSMENT (0 cr.)** P: All course work for principals' certification program and program director approval. A portfolio is required for completion of the Educational Leadership Certification program. Items included in the portfolio are selected by the student throughout the course of his/her study in school administration. The portfolio is organized to highlight experiences from the Orientation and Domain course (EDUC-A 500, EDUC-A 502, EDUC-A 504, EDUC-A 505, EDUC-A 506).
- EDUC-A 510 SCHOOL-COMMUNITY RELATIONS (3 cr.)** P: EDUC-A 500 and admission to the principal's certification program. This course involves practice in five problem areas affecting the community—managing conflicting values, implementing change, building partnerships, crisis management, and family and child advocacy. Emphasis on general accomplishments necessary for effective problem-solving in any/all of these areas. These accomplishments include skills in assessment and evaluation, knowledge of legal and ethical implications, knowing resources and how to assess them, knowledge of political ramifications, skill in encouraging/managing communication, and skill in consensus building. II

- EDUC-A 590 RESEARCH IN SCHOOL ADMINISTRATION (cr. arr.)** P: Successful completion of all program course requirements. This course assists the student in the final preparation for presentation of the portfolio and research projects required for graduation. II
- EDUC-A 608 LEGAL PERSPECTIVES ON EDUCATION (3 cr.)** P: Consent of the instructor. Legal problems affecting school administrators including school district organization and central school board operation and procedure, tort and contractual liability of school districts and officers, attendance, transportation, curriculum, school monies and debt, and school property. I
- EDUC-A 625 ADMINISTRATION OF ELEMENTARY SCHOOLS (6 cr.)** P: EDUC-A 500 and program director approval. This course explores political, sociological, and psychological aspects of school leadership, contemporary leadership styles, school governance, schools as organizations, and the organizational processes and techniques of schools. Leadership and organizational theories and their relationship to the practice of school administration are the focal points of the course. I
- EDUC-A 627 SECONDARY SCHOOL ADMINISTRATION (6 cr.)** P: EDUC-A 500 and program director approval. This course explores political, sociological, and psychological aspects of school leadership, contemporary leadership styles, school governance, schools as organizations, and the organizational processes and techniques of schools. Leadership and organizational theories and their relationship to the practice of school administration are the focal points of the course. I
- EDUC-A 630 ECONOMIC DIMENSIONS OF EDUCATION (3 cr.)** P: EDUC-A 500 and admission to the principal's certification program. This course provides a framework for understanding education funding and school finance. Financial concepts are explored within the context of building-level strategic planning. I
- EDUC-E 201 MULTICULTURAL EDUCATION AND GLOBAL AWARENESS (1-3 cr.)** This course examines educators' and students' responsibility(ies) in a complex and interdependent world. Students are guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, cultural pluralism, and increasing interdependence and, to have the confidence with which to face the future. II
- EDUC-E 317 PRACTICUM IN EARLY CHILDHOOD EDUCATION (4 cr.)** P: All required early childhood education courses. Additional fee required. I, II, S
- EDUC-E 325 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (2 cr.)** P: TEP. Explores the sociological backgrounds of education and surveys subject matter, materials, and methods in the content areas. Students must also enroll in EDUC-M 401. I, II
- EDUC-E 327 SOCIAL STUDIES METHODS AND THE FAMILY: FOCUS ON YOUNG CHILDREN (3 cr.)** P: TEP. The course has a dual focus: One goal of the course is to explore issues related to children, families, and communities; including legal and ethical issues, and public policies affecting young children from a deeper understanding of families and communities; the course then focuses on the goals of a social studies curriculum for young children, including appropriate methods and strategies of instruction. I, II
- EDUC-E 328 SCIENCE IN THE ELEMENTARY SCHOOL (2 cr.)** P: TEP. Review and practice teaching skills introduced in the general methods course and apply them to the specifics of elementary school science. Examine trends, philosophies, objectives, materials, programs, and evaluation tools. Practice choosing appropriate questioning skills, designing lesson plans specific to a teaching model (Hunter), directing hands-on laboratory activities, implementing various teaching strategies (including discovery and inquiry), and applying the process skills. I, II
- EDUC-E 330 INFANT LEARNING ENVIRONMENTS (3 cr.)** P: EDUC-E 335 and EDUC-P 250. Students broaden their knowledge of appropriate instructional strategies to enhance infant-toddler development, care-giving skills, knowledge of appropriate learning environments, and they apply strategies and knowledge in providing care and educational experiences. Open to students from allied health, psychology, pediatric nursing, social work. Must be taken with EDUC-M 101. I
- EDUC-E 333 INQUIRY IN MATHEMATICS AND SCIENCE (3 cr.)** P: TEP. Focuses on planning and managing appropriate science and mathematics experiences with children from three to eight years of age. Opportunity for exploring, developing, experimenting, and evaluating instructional materials. Planning appropriate inquiry-oriented experiences is stressed. I, II

- EDUC-E 335 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3 cr.)** This course has a dual focus. First is an overview of the field including historic perspective, program models, goals of early childhood education, and professional organizations. The second focus emphasizes learning observation skills, understanding the characteristics of young children, teacher–child interaction, and classroom management skills. Must be taken with EDUC-M 101. I, II
- EDUC-E 337 CLASSROOM LEARNING ENVIRONMENTS (3 cr.)** P: EDUC-E 335 and EDUC-P 250. This course focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural differences and on planning, utilizing, and evaluating learning environments. Selection of materials and activities and the acquisition of skills for using these to stimulate children’s development are major focuses. Must be taken with EDUC-M 101. I, II
- EDUC-E 338 THE EARLY CHILDHOOD EDUCATOR (3 cr.)** P: EDUC-E 335, EDUC-E 337, and EDUC-E 330. Includes the role of the teacher as a professional educator, including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education.
- EDUC-E 339 METHODS OF TEACHING LANGUAGE ARTS (2 cr.)** P: TEP, ENG-L 390 and ENG-G 205. This course describes and appraises the materials, methods, and techniques employed in an elementary school development language arts and reading program. Must also enroll in EDUC-E 340 and EDUC-M 301. ENG-G 205 is not a prerequisite for EDUC-E 339 if pursuing an associate degree in early childhood.
- EDUC-E 340 METHODS OF TEACHING READING I (3 cr.)** P: TEP, ENG-G 205 and ENG-L 390. This course describes and appraises the methods, materials, and techniques employed in developmental problems in elementary language arts and reading programs. Must also enroll in EDUC-E 339 and EDUC-M 301.
- EDUC-E 341 METHODS OF TEACHING READING II (3 cr.)** P: EDUC-E 339 and EDUC-E 340. This course describes and appraises the materials, methods, and techniques employed in diagnosis and correction in elementary language arts and reading programs. Must also enroll in EDUC-M 401.
- EDUC-E 343 MATHEMATICS IN THE ELEMENTARY SCHOOL (3 cr.)** P: TEP, MATH-T 101, MATH-T 102, MATH-T 103. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. I, II
- EDUC-E 370 LANGUAGE ARTS AND READING I (3 cr.)** P: ENG-G 205, ENG-L 390. The student broadens their knowledge of the theoretical base as well as instructional strategies to enhance literacy practices throughout the preprimary and primary childhood years. The course covers emergent literacy by emphasizing literacy practices which engage children in integrated, meaningful, and functional activities. I, II
- EDUC-E 371 LANGUAGE ARTS AND READING II (3 cr.)** This course focuses on the theory, instructional methods, materials, technology, and assessment strategies related to listening, speaking, reading, and writing for students in grades 3-6. Comprehension, critical analysis, writing, and integration of ideas presented in various print forms across subject matter are emphasized. I, II
- EDUC-E 372 LANGUAGE ARTS AND READING III (3 cr.)** P: EDUC-E 370. This course focuses on methods, materials, and techniques employed in the assessment and instruction of elementary students experiencing or at risk for literacy difficulties. This is the last course in the three-course sequence in language arts and reading. I, II
- EDUC-E 449 TRADE BOOKS IN THE CLASSROOM (3 cr.)** Examines the use of children’s literature, trade books, and other non-text materials in reading instruction. Contemporary and historical selections for children and adolescents included. S
- EDUC-E 485 PRINCIPLES OF ELEMENTARY EDUCATION (3 cr.)** Background, purposes, and developments of the elementary school and the role of the elementary teacher. Must also enroll in EDUC-M 425.
- EDUC-E 490 RESEARCH IN ELEMENTARY EDUCATION (cr. arr.)** Individual research.
- EDUC-E 495 WORKSHOP IN ELEMENTARY EDUCATION (cr. arr.)** For elementary school teachers. Gives one credit hour for each week of full-time work. S/F graded.
- EDUC-E 505 ORGANIZATION AND ADMINISTRATION OF NURSERY SCHOOLS AND KINDERGARTENS (3 cr.)** P: One course in early childhood education and consent of instructor, or at least one year of experience as a nursery school or kindergarten teacher. Different organizational plans of nursery schools and kindergartens, including staffing, housing, admission, health policies, school records, budgeting, and school-community relations. S

- EDUC-E 506 CURRICULUM IN EARLY CHILDHOOD EDUCATION (3 cr.)** Planning the curriculum and selecting and evaluating learning experiences for children ages three through eight years with reference to relevant research. Organizing the classroom to provide maximum integration among experiences in different academic areas. S
- EDUC-E 507 EVALUATION OF CLASSROOM BEHAVIOR (3 cr.)** To increase the student's knowledge of the child as a learner, of goals for early childhood programs, and of organizing the instructional setting including teacher roles and methods of assessing behaviors. S
- EDUC-E 508 SEMINAR IN EARLY CHILDHOOD EDUCATION (3 cr.)** Seminar is based upon current interests of students and serves as a means of synthesizing their experiences. An interdisciplinary approach is taken to explore current issues and problems in early childhood education, current happenings as they relate to the issues, and major research efforts to support programs.
- EDUC-E 509 INTERNSHIP IN EARLY CHILDHOOD EDUCATION (1-6 cr.)** The nature of the internship is determined by the student's personal goals and previous educational and teaching background. In this individualized program, it is possible to elect one of many work-study-type experiences.
- EDUC-E 517 PROJECTS AND PROBLEMS IN MUSIC EDUCATION (3 cr.)** Investigation of a problem or project, chosen by the student, with solutions related to practical use in a teaching situation.
- EDUC-E 518 WORKSHOP IN GENERAL ELEMENTARY EDUCATION (cr. arr.)** Individual and group study of problems within the field of elementary education. One credit hour is offered for each week of full-time work. S/F graded unless otherwise noted in the *Schedule of Classes*. I, II, S
- EDUC-E 519 PSYCHOLOGY OF MUSIC (3 cr.)** Functions of the musical mind; factors in the development of musical skills and maturity.
- EDUC-E 524 WORKSHOP IN EARLY CHILDHOOD EDUCATION (cr. arr.)** Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understandings of curricular problems and their application to teaching in nursery schools and kindergartens. S/F graded. S
- EDUC-E 526 EXPLORATORY APPROACHES TO MUSIC IN JUNIOR AND SENIOR HIGH SCHOOL (3 cr.)** Contemporary philosophy, theory, and practice for use in classes in general music, music appreciation, music history, allied arts, and theory. Techniques for working with the adolescent and their problems of interest, changing voice, and capability.
- EDUC-E 533 RESEARCH IN MUSIC EDUCATION (cr. arr.)** P: Consent of instructor.
- EDUC-E 535 ELEMENTARY SCHOOL CURRICULUM (3 cr.)** Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it. I, II
- EDUC-E 536 SUPERVISION OF ELEMENTARY SCHOOL INSTRUCTION (3 cr.)** Modern concepts of supervision and the evolutionary processes through which they have emerged. Supervisory work of the principal, general supervisor, and supervisor or consultant. Study of group processes in a democratic school system.
- EDUC-E 543 ADVANCED STUDY IN THE TEACHING OF MATHEMATICS IN THE ELEMENTARY SCHOOL (3 cr.)** Designed to help the experienced teacher improve the teaching of mathematics. Opportunities are provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs. S
- EDUC-E 545 ADVANCED STUDY IN THE TEACHING OF READING IN ELEMENTARY SCHOOL (3 cr.)** Review of developmental reading programs in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction. I, II
- EDUC-E 547 ADVANCED STUDY IN THE TEACHING OF SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3 cr.)** For experienced teachers. Goals and functions of social studies, and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these. S
- EDUC-E 548 ADVANCED STUDY IN THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL (3 cr.)** Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs. S

- EDUC-E 549 ADVANCED STUDY IN THE TEACHING OF LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3 cr.)** Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials. II
- EDUC-E 550 DYNAMICS AND EVALUATION OF TEACHING EFFECTIVENESS (3 cr.)** P: All other basic requirements for the master's degree in elementary education must be completed, or consent of instructor. Emphasis on helping in-service teachers identify and evaluate teacher effectiveness—both their own and others. Includes overview of the “total teaching team,” the dynamics of teaching, and how best to provide for and evaluate that effectiveness.
- EDUC-E 555 TOPICS IN ENVIRONMENTAL SCIENCE (3 cr.)** This course has two primary goals: (1) to help the elementary teacher develop a basic scientific literacy with respect to environmental issues, concepts, and principles; and (2) to translate this basic literacy into the elementary classroom through hands-on activities. Course content includes such topics as natural systems and cycles and how various kinds of pollution affect these natural systems. Field trip required. For elementary majors only; outside of secondary education. S
- EDUC-E 590 RESEARCH IN ELEMENTARY EDUCATION (cr. arr.)** Individual research.
- EDUC-E 591 RESEARCH PROJECT IN ELEMENTARY EDUCATION (3 cr.)** P: All other requirements for the master's degree prior to this culminating project. Designed to permit students to demonstrate their ability to identify, analyze, and propose solutions to problems in their educational area. Solutions may include research or a comprehensive review of the literature, with recommendations. An oral examination and project defense is required. I, II
- EDUC-F 100 INTRODUCTION TO TEACHING (1 cr.)** This introductory course for prospective teachers provides an orientation to the teaching profession. Covers program and state requirements, diversity as it relates to schools, teaching, and learning; and presents skills necessary for becoming a successful student/teacher. Includes a service learning component. I, II, S
- EDUC-F 201 EXPLORING THE PERSONAL DEMANDS OF TEACHING: LABORATORY EXPERIENCE (2 cr.)** P: EDUC-P 250 and Praxis I. Taken with EDUC-F 202. Focuses on learning interpersonal communication skills in a small group setting. Students demonstrate observation, active listening, self disclosure, and feedback skills in relation to teaching. S/F graded. I, II
- EDUC-F 202 EXPLORING THE PERSONAL DEMANDS OF TEACHING: FIELD EXPERIENCE (1 cr.)** P: EDUC-P 250 and Praxis I. Taken with EDUC-F 201. Students are placed in a multicultural field experience (school classroom) for 30 credit hours. Application of interpersonal communication in teaching and an exploration of classroom management skills. Students observe and work with children and teach three lessons. Additional fee required; S/F graded. I, II
- EDUC-F 203 INTRODUCTION TO GENERAL STUDIES (THRESHOLD SEMINAR) (1-3 cr.)** Identification and assessment of goals for a university degree. Development of a written academic and strategic plan to complete the degree.
- EDUC-F 400 PREPARING THE PRIOR LEARNING PORTFOLIO (1 cr.)** General studies. Preparation of the prior learning portfolio for assessment by faculty. S/F graded.
- EDUC-F 400 HONORS SEMINAR (1-3 cr.)** Foundations of education content varies but always involves the in-depth investigation of significant topics in education. An interdisciplinary approach is taken.
- EDUC-F 400 TOPICAL EXPLORATIONS IN EDUCATION (1 cr.)** Foundations of education content varies but always involves the in-depth investigation of significant topics in education. An interdisciplinary approach is taken.
- EDUC-F 401 SENIOR CAPSTONE SEMINAR (1 cr.)** General studies. Assessment by each student of his/her Bachelor of General Studies academic program in the light of university requirements and the personal and professional goals for a degree. Development of a plan for life-long learning in the achievement of the student's personal and professional objectives.
- EDUC-G 500 ORIENTATION TO COUNSELING AND ETHICS (3 cr.)** Focus is on the student, self-concept, interpersonal relationship skills, consultation skills, and commitment to the helping field. Provides philosophic basis of the helping relationship. I

- EDUC-G 501 COUNSELING GROUP LABORATORY (3 cr.)** P: Admission to Master of Science in Education, Counseling and Human Services program. The course serves as a laboratory where students can put theory into practice in a safe environment and where they can practice group process skills under the supervision of a qualified faculty member. Students learn through readings, discussions, demonstrations, and modeling. S/F graded. I
- EDUC-G 503 COUNSELING THEORIES AND TECHNIQUES I: HUMANISTIC AND EXISTENTIAL (3 cr.)** Analysis of major humanistic and existential counseling theories, emphasizing didactic and experiential activities designed to model application of processes, procedures, and techniques of existential, person-centered, Gestalt, and transpersonal theories being studied.
- EDUC-G 504 COUNSELING THEORIES AND TECHNIQUES II: BEHAVIOR AND FAMILY SYSTEMS (3 cr.)** Analysis of major behavior and family counseling theories, emphasizing didactic and experiential activities designed to model application of processes, procedures, and techniques of behavior, and family approaches to professional practice.
- EDUC-G 505 INDIVIDUAL APPRAISAL: PRINCIPLES AND PROCEDURES (3 cr.)** P: Admission to Master of Science in Education, Counseling and Human Services program. An analysis of statistical psychometric, sociometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/controversies about ethnic, sex, cultural, and individual differences are also examined. S
- EDUC-G 506 PERSONALITY DEVELOPMENT: GROWTH OF NORMAL AND DEVIANT STYLES (3 cr.)** P: Admission to Master of Science in Education, Counseling and Human Services program. An examination of the nature, needs, competencies, and environmental factors that contribute to personality development and growth at principal life states. Emphasis is placed on normal and deviant styles of behavior. I
- EDUC-G 507 LIFESTYLE AND CAREER DEVELOPMENT (3 cr.)** P: Admission to Master of Science in Education, Counseling and Human Services program. Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques. S
- EDUC-G 510 THEORIES OF ALCOHOL AND DRUG ADDICTION (3 cr.)** This course is an introduction to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. The study and application of research-based theories is emphasized. The history of alcohol and drug addiction treatment and recent developments and issues in the field are also discussed.
- EDUC-G 511 SCREENING AND ASSESSMENT OF ALCOHOL AND DRUG PROBLEMS (3 cr.)** This course deals with the physical, social, psychological, vocational, economic, and legal symptoms of alcohol and drug abuse. Instrumentation for screening and assessment in clinical situations is presented as well as medical and non-medical diagnostic criteria. This course includes both instructional and experiential learning opportunities.
- EDUC-G 512 COUNSELING APPROACHES WITH ADDICTIONS (3 cr.)** This course is an introduction to the major theories of alcohol and drug treatment. Special attention is given to recent developments in the field as well as research-based theories of treatment. Students are expected to engage in active learning projects both within and outside of the classroom.
- EDUC-G 513 LEGAL AND ILLEGAL DRUGS OF ABUSE (3 cr.)** This course deals with the physiological, behavioral, and pharmacological aspects of legal and illegal psychoactive substance use. Special emphasis is placed on observable signs and symptoms resulting from use of psychoactive substances. Attention is also given to recent trends in psychoactive substance use.
- EDUC-G 514 PRACTICUM IN ALCOHOL AND DRUG COUNSELING (3 cr.)** P: EDUC-G 510, EDUC-G 511, EDUC-G 512, EDUC-G 513. This course is a field experience in an alcohol or drug counseling agency. The field experience involves direct supervision by faculty and approved clinical supervisors in the field.
- EDUC-G 522 COUNSELING THEORY (3 cr.)** Introduction to counseling theories and psychological processes involved in individual counseling. S
- EDUC-G 524 PRACTICUM IN COUNSELING (3 cr.)** P: EDUC-G 503, EDUC-G 504, EDUC-G 505, and EDUC-G 532. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Additional fee required. II

- EDUC-G 525 ADVANCED PRACTICUM (3 cr.)** P: EDUC-G 503, EDUC-G 504, EDUC-G 505, EDUC-G 524. Basic course in counseling and guidance for students with education degree(s). Counseling experience in actual school situation. Under direction and supervision of the counselor, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection. May be repeated, not to exceed a total of 12 credit hours, with consent of the academic program. Additional fee required.
- EDUC-G 532 INTRODUCTION TO GROUP COUNSELING (3 cr.)** P: Admission to Master of Science in Education, Counseling and Human Services program. Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups. II
- EDUC-G 550 INTERNSHIP IN COUNSELING AND GUIDANCE (3 cr.)** P: Basic courses in counseling and guidance and consent of instructor. Counseling experience in actual school or agency situations. Under direction and supervision of the counselor, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection. May be repeated, not to exceed a total of 12 credit hours, with consent of the academic program. Additional fee required. I, II
- EDUC-G 556 RESEARCH AND EVALUATION OF HUMAN SERVICE PROGRAMS (3 cr.)** An examination of statistical, research design, legislation, and funding factors in the development of research and evaluation proposals regarding human services programs. Emphasis upon epidemiology, needs assessment, measurement of effectiveness, management information systems, accountability and planned organizational change.
- EDUC-G 560 SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING (3 cr.)** Includes studies of cultural changes, ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political sciences are involved in enhancing the counselor/client relationship. II
- EDUC-G 562 SCHOOL COUNSELING: INTERVENTION, CONSULTATION, AND PROGRAM DEVELOPMENT (3 cr.)** Foundations and contextual dimensions of school counseling. Knowledge and skills for the practice of school counseling. Program development, implementation and evaluation. Consultation. Principles, practice, and applications of needs assessment. Provides an overall understanding of organization of schools and the functions of the counselor and counseling program.
- EDUC-G 563 FOUNDATIONS OF MENTAL HEALTH COUNSELING (3 cr.)** P: EDUC-G 500 or equivalent, or consent of instructor. Course examines the history, definition, theory, practice, and research of consultation and community counseling. Emphasis on process of case, program, administration, and organizational consultation. I
- EDUC-G 567 INTRODUCTION TO MARRIAGE AND FAMILY COUNSELING (3 cr.)** Introductory survey of historical roots, major theories, intervention strategies, research and current training, practice and ethical issues in marriage and family counseling.
- EDUC-G 570 HUMAN SEXUALITY (3 cr.)** This is an introductory graduate-level course dealing with all areas of human sexuality which a person might encounter in day-to-day living. Topics include: sexual terminology, the human body, expressing our sexuality, heterosexuality, homosexuality, pornography, sex education, sex offenses, sexual dysfunction, and sex therapy.
- EDUC-G 575 MULTICULTURAL COUNSELING (3 cr.)** This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General multicultural dynamics as well as specific target populations are studied. S
- EDUC-G 580 TOPICAL SEMINAR IN COUNSELING (3 cr.)** P: EDUC-G 500 or equivalent, or consent of instructor. An intensive study of theory and research of selected topics in counseling. I, II, S
- EDUC-G 585 CONTEMPORARY ISSUES IN COUNSELING (3 cr.)** Focuses on the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors and other personnel services. Students conduct research on emerging developments reported in the counseling literature.
- EDUC-G 590 RESEARCH IN COUNSELING AND GUIDANCE (cr. arr.)** Individual research. I, II, S



- EDUC-G 592 SEMINAR IN DRUG/ALCOHOL ABUSE PREVENTION (3 cr.)** Introduction to etiology and symptomology of drug/alcohol abuse and methods of prevention or remediation. Includes dynamics of adult children of alcoholics/abusers and families of abusers. S
- EDUC-G 595 WORKSHOP ON COUNSELING (3 cr.)** An analysis of current issues in counseling. Possible topics include data processing, evaluation of guidance services, and counseling minority students. I, II, S
- EDUC-G 596 COUNSELING SUPERVISION (3 cr.)** Introduction to counseling supervision theory, methods, and techniques. Special attention to ethical and legal obligations to minority students. Closely directed experience in supervising beginning graduate students.
- EDUC-G 598 COMPREHENSIVE EXAMINATION IN COUNSELING (0 cr.)** P: Admission to Master of Science in Education, Counseling and Human Services program. Course number assigned to allow exit examination results to be recorded on student's transcript. II
- EDUC-G 599 SPECIALIZATION PROJECT IN COUNSELING (0 cr.)** P: Admission to Master of Science in Education, Counseling and Human Services program. Taken in conjunction with EDUC-G 598 to record research/specialized study on student's transcript. II
- EDUC-H 340 EDUCATION AND AMERICAN CULTURE (3 cr.)** P: EDUC-P 250 and Praxis I. The present educational system, its social and future implications, viewed in historical, sociological, and philosophical perspectives. Special attention is given to ethnic, minority, cultural, pluralistic, and legal dimensions of the educational system. I, II, S
- EDUC-H 520 EDUCATION AND SOCIAL ISSUES (3 cr.)** Identification and analysis of major problems set for education by the pluralistic culture of American society. I, II, S
- EDUC-H 590 INDIVIDUAL INQUIRY IN HISTORICAL, PHILOSOPHICAL, AND COMPARATIVE STUDIES IN EDUCATION (cr. arr.)** Individual study arranged in advance of registration.
- EDUC-J 511 METHODS OF INDIVIDUALIZING INSTRUCTION (3 cr.)** Students critically examine several approaches to individualizing instruction. Emphasis is on developing strategies for determining characteristics of the learner and on creating a variety of classroom strategies designed to individualize learning (K-12). Course project is development of classroom instructional materials, in-service program design, or proposal for research. II
- EDUC-K 200 INTRODUCTORY PRACTICUM IN SPECIAL EDUCATION (0 cr.)** Structural practicum in public and/or private regular and special educational programs. Emphasis in seminar sessions on definition, prevalence, and general functional level of exceptional individuals. Taken concurrently with EDUC-K 205. S/F graded. I, II, S
- EDUC-K 205 INTRODUCTION TO EXCEPTIONAL CHILDREN (3 cr.)** Definition, identification, prevalence, characteristics, and educational provisions of the various types of exceptional children. Taken concurrently with EDUC-K 200. I, II, S
- EDUC-K 300 DEVELOPMENTAL CHARACTERISTICS OF EXCEPTIONAL INDIVIDUALS (3 cr.)** P: TEP, EDUC-K 200, EDUC-K 205. Theoretical concepts and models of intellectual, emotional-social, and sensory-motor characteristics of the exceptional individual. Effect of these characteristics on cognitive, affective, and psychomotor development.
- EDUC-K 305 TEACHING THE EXCEPTIONAL LEARNER IN THE ELEMENTARY SCHOOL (3 cr.)** Knowledge, attitudes, and skills basic to the education of exceptional learners (students with disabilities as well as gifted and talented) in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals. I, II
- EDUC-K 306 TEACHING STUDENTS WITH SPECIAL NEEDS IN SECONDARY CLASSROOMS (3 cr.)** This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs. I
- EDUC-K 345 ACADEMIC AND BEHAVIORAL ASSESSMENT OF THE MILDLY HANDICAPPED CHILD (3 cr.)** P: TEP, EDUC-K 300. This course familiarizes students with the application of formal and informal assessment information in making decisions about classification and placement of educable mentally retarded and emotionally disturbed children. This information is considered within the context of Public Law 94-142. I

- EDUC-K 351 VOCATIONAL ASSESSMENT AND INSTRUCTION FOR SPECIAL NEEDS SECONDARY STUDENTS (3 cr.)** P: TEP, EDUC-K 360, EDUC-K 370. Emphasis on awareness of issues and available options related to programs for the special needs adolescent/adult. The concept of career education, including preparation for daily living, personal/social and occupational skills, is used as a basic framework for the course.
- EDUC-K 352 EDUCATION OF CHILDREN WITH LEARNING PROBLEMS (MIMH AND LD) (3 cr.)** P: TEP, EDUC-K 360, EDUC-K 370. Educational programs for optimum growth and development of mildly mentally handicapped and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.
- EDUC-K 360 BEHAVIORAL CHARACTERISTICS OF THE MENTALLY RETARDED (3 cr.)** P: TEP, EDUC-K 300. Definitions, classifications, and diagnosis and treatment procedures from medical, psychological, sociological, and educational point of view.
- EDUC-K 362 TEAM APPROACHES TO THE EDUCATION OF STUDENTS WITH DISABILITIES (3 cr.)** Students learn techniques related to effective collaboration and interactive teaming in educational settings. Focus is on the development of skills necessary to serve as consultant or co-teacher in school environments. I
- EDUC-K 370 INTRODUCTION TO LEARNING DISORDERS (3 cr.)** P: TEP, EDUC-K 300. Survey of historical development and current status of definition, classification, assessment, and treatment procedures for learning-disabled students. II
- EDUC-K 400 COMPUTERS FOR THE HANDICAPPED (3 cr.)** P: TEP, EDUC-W 200 or equivalent, EDUC-K 360, EDUC-K 370. Provides knowledge and experience for the student to integrate special-education computer technology into the educational process of the self-contained classroom and mainstream environments: Computer Assisted Instruction (CAI), data management, and telecommunications software; adaptive devices for communication, learning, and environmental control; and other related experiences. Additional fee required.
- EDUC-K 402 INTERNSHIP IN INSTRUCTIONAL TECHNIQUES FOR THE MILDLY DISABLED (3 cr.)** P: TEP, EDUC-K 360, EDUC-K 370. Provides for internship experiences and application of instructional techniques, materials, and media for all levels of mild disabilities. Additional fee required; S/F graded. I
- EDUC-K 452 CLASSROOM MANAGEMENT (3 cr.)** P: TEP. This course shows students how to plan and implement interventions that improve the motivation and self-management skills of students in the classroom. It focuses on procedures for teaching students how to regulate their behavior, and addresses the array of skills they need to learn to take responsibility for their actions. I
- EDUC-K 475 METHODS SEMINAR: CLASSROOM MANAGEMENT IN SPECIAL EDUCATION (2 cr.)** P: Senior standing and completion of major requirements; must be taken concurrently with EDUC-K 480. Seminar deals with classroom management techniques such as discipline, instructional strategies and methods, and program and student evaluation.
- EDUC-K 480 STUDENT TEACHING IN SPECIAL EDUCATION (6-10 cr.)** P: Senior standing and completion of major requirements. Provides experience for each student in his or her respective area of exceptionality, under the direction of a supervising teacher, in an educational school setting. Additional fee required; S/F graded. II
- EDUC-K 490 RESEARCH IN SPECIAL EDUCATION (cr. arr.)** Individual research.
- EDUC-K 500 TOPICAL WORKSHOP IN SPECIAL EDUCATION (cr. arr.)** P: Consent of instructor. Develops knowledge and skills in the education of the culturally deprived, emotionally disturbed, gifted, trainable mentally retarded, visually handicapped, or neurologically impaired. S/F graded. I, S
- EDUC-K 501 ADAPTING COMPUTERS FOR THE HANDICAPPED (3 cr.)** P: EDUC-W 200 or equivalent. Provides background information and experiences necessary to plan for and integrate special education technology into the curriculum of the special education classroom and for individuals with handicaps in the mainstream situation: software/uses, integration/implementation planning, IEP/data management, adaptive devices, and funding. Additional fee required. II, S
- EDUC-K 505 INTRODUCTION TO SPECIAL EDUCATION FOR GRADUATE STUDENTS (3 cr.)** P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education. Students cannot receive credit for both EDUC-K 205 and EDUC-K 505. I, II, S

- EDUC-K 520 SURVEY OF BEHAVIOR DISORDERS (3 cr.)** P: EDUC-K 505. An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children, including historical information, theoretical approaches, characteristics, and issues.
- EDUC-K 521 SURVEY OF LEARNING DISABILITIES (3 cr.)** P: EDUC-K 505. Advanced survey of the literature related to learning disabled children, including historical information, theoretical approaches, characteristics, and issues.
- EDUC-K 523 INCLUSIVE STRATEGIES FOR EXCEPTIONAL STUDENTS IN THE ELEMENTARY CLASSROOM (3 cr.)** An introduction to inclusive strategies to ensure the success of students with exceptionality in the elementary setting. Knowledge, attitudes, and skills basic to the education of exceptional learners (students with disabilities as well as gifted and talented) in the general elementary classroom. Topics include assessing exceptional learners, differentiating instruction, inclusive strategies, adaptations and accomodating, and specialized methods and materials. I, II
- EDUC-K 524 TEACHING STUDENTS WITH SPECIAL NEEDS IN THE SECONDARY CLASSROOM (3 cr.)** This course is designed to provide general and special educators who teach middle and secondary education settings with basic information and methods for integrating students with exceptionalities into general education classrooms, including those who are at-risk for having or who have disabilities, students with limited English proficiency, and those who are gifted and talented. Strategies for working with students in general education settings, for identifying and referring students when they cannot succeed in the general education classroom, and for teaching students self-advocacy skills are included. I, II
- EDUC-K 525 SURVEY OF MILD HANDICAPS (3 cr.)** An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field. II
- EDUC-K 531 TEACHING THE SEVERELY HANDICAPPED I (3 cr.)** P: EDUC-K 505, EDUC-K 550, EDUC-P 519. This is the first course in teaching severely handicapped individuals. Its content focuses on the analysis of instructional content, the analysis of instructional methodology, the use of physical aids, and methods for providing physical assistance. I (odd years)
- EDUC-K 532 TEACHING THE SEVERELY HANDICAPPED II (3 cr.)** P: EDUC-K 531. This course focuses on the analysis of curriculum for severely handicapped individuals, from birth through adulthood. II (even years)
- EDUC-K 534 BEHAVIOR MANAGEMENT OF SEVERELY HANDICAPPED (3 cr.)** P: EDUC-K 505, EDUC-K 532, EDUC-K 550, EDUC-P 519. This course focuses on planning, implementing, and evaluating interventions that are designed to change incentive for performing a task. Consideration of the physical, environmental, and instructional aspects of performance are made, with respect to both the acquisition and maintenance of responses. S (even years)
- EDUC-K 535 ASSESSMENT/REMEDICATION OF MILDLY HANDICAPPED I (3 cr.)** P: EDUC-K 505, EDUC-K 550, EDUC-K 521, EDUC-P 519. Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in such academic areas as reading and mathematics.
- EDUC-K 536 ASSESSMENT/REMEDICATION OF MILDLY HANDICAPPED II (3 cr.)** P: EDUC-K 535. Focuses on the analysis and selection of instructional materials, use of assessment information, and development and implementation of individual educational plans for mildly handicapped children.
- EDUC-K 543 EDUCATION OF THE SOCIALLY AND EMOTIONALLY DISTURBED I (3 cr.)** P: EDUC-K 505, EDUC-P 519. A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, and characteristics: diagnostic and treatment procedures from a psycho-educational point of view. II
- EDUC-K 544 EDUCATION OF THE SOCIALLY AND EMOTIONALLY DISTURBED II (3 cr.)** P: EDUC-K 543. A basic survey of educational curricula, procedures, and materials for socially and emotionally disturbed children; development of individual teaching skills; emphasis on classroom experiences with disturbed children.
- EDUC-K 545 MANAGEMENT OF SEVERELY EMOTIONALLY DISTURBED (3 cr.)** P: EDUC-K 544. Theoretical and practical issues in the education management of the severely emotionally disturbed. Emphasis is placed on case analysis.

- EDUC-K 550 INTRODUCTION TO MENTAL RETARDATION (3 cr.)** P: EDUC-K 505. Definitions, classifications, and diagnostic and treatment procedures discussed from medical, psychological, sociological, and educational points of view.
- EDUC-K 553 CLASSROOM MANAGEMENT AND BEHAVIOR SUPPORT (3 cr.)** P: EDUC-K 505, EDUC-P 519, EDUC-K 525, EDUC-K 543. The course provides basic knowledge and skills for developing and maintaining a productive and proactive classroom environment; teaching students discipline, self-control, conflict resolution and other self-management skills; managing and preventing crisis behavior; and developing and implementing behavior intervention and management plans in classroom programs and in cooperation with parents, teachers, and other personnel. I, S
- EDUC-K 555 SEMINAR: OCCUPATIONAL PLANNING FOR THE HANDICAPPED (3 cr.)** P: Minimum of an undergraduate degree in special education or equivalent. Introduction to theories of vocational development. Analysis of the vocational career expectations for the handicapped. Implications for instructional planning.
- EDUC-K 565 COLLABORATION AND SERVICE DELIVERY (3 cr.)** The focus of this course is on service delivery options and approaches to students needing special education services. It covers service delivery approaches or systems, such as continuum of least restrictive programs, wrap around services, and systems of care. Collaborative skills, including effective communication strategies and consultation techniques also are stressed. I, II
- EDUC-K 575 PRACTICUM SEMINAR: MANAGEMENT OF INSTRUCTIONAL OBJECTIVES IN SPECIAL EDUCATION (3 cr.)** P: Minimum of an undergraduate degree in special education or equivalent. Theory and techniques for development of instructional objectives. Study and development of individual instructional models for the implementation of instructional objectives. Practicum experience in the application of a model for individualized instruction.
- EDUC-K 577 SEMINAR: INSTRUCTIONAL EVALUATION IN SPECIAL EDUCATION (3 cr.)** P: EDUC-K 575. An intensive study of psycho-educational management/evaluation strategies applicable to special education. Activities include a review and critical analysis of classroom and learner management/evaluation systems, designing evaluation plans, and supervised guidance in the actual implementation of an approved management/evaluation strategy.
- EDUC-K 588 SUPERVISED TEACHING IN SPECIAL EDUCATION (3-10 cr.)** P: Consent of instructor. Provides the experienced classroom teacher with an opportunity to teach in a special class under supervision of a licensed special classroom teacher and a university special education supervisor. S/F graded. I, II
- EDUC-K 590 RESEARCH IN SPECIAL EDUCATION (cr. arr.)** P: Consent of instructor. Individual research.
- EDUC-K 595 PRACTICUM IN SPECIAL EDUCATION (1-6 cr.)** P: Consent of instructor. Provides for closely supervised field experience in various areas of special education. Additional fee required; S/F graded.
- EDUC-L 436 METHODS AND MATERIALS FOR TEACHING ENGLISH AS A NEW LANGUAGE (3 cr.)** P: TEP or all required ENL prerequisites. Current practices and strategies for teaching English as a new language. Theories, methods, materials, and issues in the field of ENL are covered as they relate to the teaching of listening, speaking, reading, and writing for nonnative speakers of English. I
- EDUC-L 482 STUDENT TEACHING—ALL GRADES—ENGLISH AS A NEW LANGUAGE (6 cr.)** Full time, supervised, student teaching in English as a new language at the elementary, junior high/middle school, and/or secondary school in an accredited school within the state of Indiana or an approved or accredited out-of-state site. This is done under the supervision of a university supervisor and a school cooperating teacher, and includes a minimum of six continuous weeks of full-time experience. Additional fee required; S/F graded. I, II
- EDUC-L 511 ADVANCED STUDY IN THE TEACHING OF WRITING IN ELEMENTARY SCHOOL (3 cr.)** This course is a study of trends, issues, theories, research, and practice in the teaching and evaluation of written composition in elementary schools. The emphasis is on alternative methods for the teaching of writing and for the evaluation of progress in writing. S
- EDUC-L 512 ADVANCED STUDY IN THE TEACHING OF WRITING IN SECONDARY SCHOOLS (3 cr.)** A study of trends, issues, theories, research, and practice in the evaluation of written composition in secondary schools. Emphasis on alternative methods for the teaching of writing and for the evaluation of progress in writing. S

- EDUC-L 530 TOPICAL WORKSHOP IN LANGUAGE EDUCATION (1-6 cr.)** Individual and group study of special topics in the field of language education. Updating and improving the teaching of English, English as a new or foreign language, world languages, and reading. S/F graded. S
- EDUC-L 533 LIBRARY MATERIALS FOR CHILDREN AND YOUNG ADULTS (3 cr.)** An overview of materials for educational, informational, and literary use by children and young adults with an emphasis on critical selection and analysis, knowledge of age-level development stages, and motivational techniques. Includes print, film, video and television, and computer software formats.
- EDUC-L 536 METHODS AND MATERIALS FOR TEACHING ENGLISH AS A NEW LANGUAGE (3 cr.)** Study and analysis of current methods and materials in ENL. Development and evaluation of practical exercises, visual aids, and demonstration materials for use by teachers in ENL programs at the elementary, junior, and senior high levels. I
- EDUC-L 559 TRADE BOOKS IN ELEMENTARY CLASSROOMS (3 cr.)** Emphasizes the use of trade books in language and reading in elementary classrooms. S
- EDUC-L 590 INDEPENDENT RESEARCH IN LANGUAGE EDUCATION (3 cr.)** Independent study in language acquisition and language learning.
- EDUC-M 101 LABORATORY/FIELD EXPERIENCE (0 cr.)** Laboratory or field experience for early childhood education majors. Corequisite: must be taken with a lecture course. Additional fee required; S/F graded. I, II
- EDUC-M 301 LABORATORY/FIELD EXPERIENCE (0-3 cr.)** Laboratory or field experience for juniors. May be repeated. Additional fee required; S/F graded. I, II
- EDUC-M 311 GENERAL METHODS FOR KINDERGARTEN/ELEMENTARY TEACHERS (3 cr.)** C: EDUC-R 301. Explores individualized and interdisciplinary learning methods, measurements and evaluation, teaching process and curriculum development, and the organization of the elementary schools. I, II
- EDUC-M 314 GENERAL METHODS FOR SENIOR HIGH—JUNIOR HIGH/MIDDLE SCHOOL TEACHERS (3 cr.)** P: EDUC-F 100, EDUC-K 200, EDUC-K 205, EDUC-P 250, EDUC-W 200, all with C or higher and passing Praxis I. C: EDUC-F 201, EDUC-F 202. General methodology and organization; knowledge about teaching process, including general methods, instructional media, measurement, curriculum development and organization of the senior high-junior high/middle school; and techniques to promote individualized and interdisciplinary learning. Must be taken with EDUC-R 301. I, II
- EDUC-M 323 THE TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL (2 cr.)** P: MUS-M 174 and admission to TEP. Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades. Observations required. MUS-M 174 is not a prerequisite for EDUC-M 323 if pursuing an associate degree in early childhood.
- EDUC-M 324 TEACHING ABOUT THE ARTS (3 cr.)** P: FINA-H 100 or MUS-M 174. Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that enables the student to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today. I, II
- EDUC-M 333 THE TEACHING OF ART IN THE ELEMENTARY SCHOOL (2 cr.)** P: FINA-H 100. Admission to TEP. The selection, organization, guidance, and evaluation of individual and group art activities. Laboratory experiences with materials and methods of presenting projects. Observations required.
- EDUC-M 337 METHODS AND MATERIALS FOR TEACHING INSTRUMENTAL MUSIC (2 cr.)** P: Junior standing; EDUC-P 250, EDUC-F 201, EDUC-F 202. Teaching methods and materials; organization of the instrumental curriculum. Four meetings per week.
- EDUC-M 338 METHODS AND MATERIALS FOR TEACHING CHORAL MUSIC (2 cr.)** P: Junior standing; EDUC-P 250, EDUC-F 201, EDUC-F 202. Organization and development of choral groups; voice production, rehearsal techniques; tone, diction, and phrasing; materials suitable for school choruses at secondary level. Four meetings per week. I
- EDUC-M 359 HEALTH AND WELLNESS FOR TEACHERS (2 cr.)** This course provides health and wellness information and stresses the role of early and middle childhood teachers in promoting good health and physical fitness, providing a safe environment, and understanding basic nutrition concepts. The effects of these health and wellness concepts on child development and learning are examined. I, II, S

- EDUC-M 401 LABORATORY/FIELD EXPERIENCE (0-1 cr.)** Laboratory or field experience for seniors. May be repeated. To be taken concurrently with specific methods. Additional fee required; S/F graded. I, II
- EDUC-M 425 STUDENT TEACHING IN THE ELEMENTARY SCHOOL (10 cr.)** P: Completion of all requirements. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Applicable to residence requirements. Note application deadlines. Additional fee required; S/F graded. I, II
- EDUC-M 441 METHODS OF TEACHING SENIOR HIGH—JUNIOR HIGH/MIDDLE SCHOOL SOCIAL STUDIES (3 cr.)** P: TEP. Study of the development of preadolescent and adolescent children in the social studies, methods, and materials for classroom use, emphasis on teaching strategies and the diagnosis and correction of learning difficulties encountered by preadolescent and adolescent children in the social studies. I
- EDUC-M 445 METHODS OF TEACHING SENIOR HIGH—JUNIOR HIGH/MIDDLE SCHOOL FOREIGN LANGUAGES (3 cr.)** P: TEP. Analysis of second-language learning in the preadolescent and adolescent; theories and status of foreign language teaching, standards of proficiency for teachers, objectives, methods and materials for classroom use, problems and pitfalls in language teaching, teaching strategies. I
- EDUC-M 446 METHODS OF TEACHING SENIOR HIGH—JUNIOR HIGH/MIDDLE SCHOOL SCIENCE (3 cr.)** P: TEP. The course develops a functional understanding of modern science-teaching philosophies; current materials and trends in senior high-junior high/middle school science; planning, executing, and evaluating strategies; and analyzing and evaluating teaching behaviors. I
- EDUC-M 451 STUDENT TEACHING IN THE JUNIOR HIGH/MIDDLE SCHOOL (6 cr.)** P: Completion of all other required course work and Praxis I. Under the direction of the supervising teacher, students assume responsibility for teaching their own subject matter area in a public school in the state. This practicum is required when adding a junior high endorsement to an elementary license. Additional fee required; S/F graded. I, II
- EDUC-M 452 METHODS OF TEACHING SENIOR HIGH—JUNIOR HIGH/MIDDLE SCHOOL ENGLISH (3 cr.)** P: TEP. This course provides a theoretical base for teaching English. Methods, techniques, content, and materials applicable to the teaching of English in the senior high-junior high/middle school. I
- EDUC-M 457 METHODS OF TEACHING SENIOR HIGH—JUNIOR HIGH/MIDDLE SCHOOL MATHEMATICS (3 cr.)** P: TEP. Study of the mathematical development of children in the senior high-junior high/middle school; methods and materials for classroom use,; emphasis on teaching strategies, and the diagnosis and correction of learning difficulties in mathematics. I
- EDUC-M 464 METHODS OF TEACHING SENIOR HIGH—JUNIOR HIGH/MIDDLE SCHOOL READING (3 cr.)** P: TEP. Curriculum, methods, and materials for teaching senior high-junior high/middle school students to read more effectively. I, II
- EDUC-M 470 PRACTICUM (6 cr.)** Teaching or experience under the direction of an identified supervising teacher, with university-provided supervision in the kindergarten endorsement or minor area, at the level appropriate to the area, and in an accredited school within the state of Indiana, unless the integral program includes experience in an approved and accredited out-of-state site. The practicum may be full- or part-time, but in every instance the amount of credit granted is commensurate with the amount of time spent in the instructional setting. Additional fee required; S/F graded.
- EDUC-M 480 STUDENT TEACHING IN THE SECONDARY SCHOOL (6 cr.)** P: Completion of all other required course work and Praxis I. Students assume, under the direction of the supervising teacher, responsibility for teaching in their own subject-matter area in a public school in the state. Taken concurrently with EDUC-S 487, EDUC-R 303. Additional fee required; S/F graded. I, II
- EDUC-M 482 STUDENT TEACHING ALL GRADES: MUSIC (10 cr.)** P: Completion of basic and methods course requirements. Under the direction of the supervising teacher, students assume responsibility for teaching their own subject matter in a public school in the state. Taken concurrently with EDUC-S 487, EDUC-R 303. Additional fee required; S/F graded.
- EDUC-M 500 INTEGRATED PROFESSIONAL SEMINAR (0-6 cr.)** This seminar is linked to courses and field experiences included in the Transition to Teaching (T2T) program. It allows for collaboration among school-based mentors, university-based instructors and T2T candidates in offering academic content appropriate to the program. The seminar provides a technology-rich and performance-based professional experience. This course has a fee attached.

- EDUC-M 501 LABORATORY FIELD EXPERIENCE (3 cr.)** Designed to assist the preservice teacher with a career decision and to provide a practical understanding of children and the preservice teacher's relationship with children. Additional fee required; S/F graded. II
- EDUC-M 525 PRACTICUM IN JUNIOR HIGH/MIDDLE SCHOOL EDUCATION (3 cr.)** P: Consent of instructor. Provides for closely supervised field experience with children of junior high/middle school age. Additional fee required; S/F graded.
- EDUC-M 550 PRACTICUM—ENGLISH AS A NEW LANGUAGE (3 cr.)** Teaching or experience in an accredited school, usually in Indiana. Credit earned is commensurate with the time spent in the instructional setting. Additional fee required; S/F graded. II
- EDUC-M 595 RESEARCH IN JUNIOR HIGH/MIDDLE SCHOOL EDUCATION (cr. arr.)** Individual research.
- EDUC-P 250 EDUCATIONAL PSYCHOLOGY (3 cr.)** The study and application of psychological concepts and principles as related to the teaching-learning process. Topics covered include: educational research methods, cognitive and language development; personal, social, and moral development; behavioral learning; motivation; effective teaching; and measurement and evaluation. I, II
- EDUC-P 407 PSYCHOLOGICAL MEASUREMENT IN THE SCHOOLS (3 cr.)** Application of measurement principles in classroom testing; construction and evaluation of classroom tests; evaluation of student performance; interpretation and use of measurement data; assessment of aptitudes, achievement, and interests via standardized tests; school testing programs. I
- EDUC-P 475 ADOLESCENT DEVELOPMENT AND CLASSROOM MANAGEMENT (3 cr.)** Focuses on discipline approaches appropriate for middle and high school through an understanding of adolescents. Analysis of cognitive and moral development, puberty, environmental and cultural issues, family and peer relationships, identity formation, and social and personal problems. Provides tools to diagnose students' behaviors and to establish learning climate. I
- EDUC-P 490 INTERNSHIP IN STUDENT AFFAIRS (1 cr.)** Participation in a variety of student service experiences in general studies. S/F graded.
- EDUC-P 503 INTRODUCTION TO RESEARCH (3 cr.)** Methods and procedures in educational research. I, II
- EDUC-P 506 TOPICAL WORKSHOP IN EDUCATION PSYCHOLOGY (3 cr.)** Individual and group study of selected topics in the field of educational and school psychology.
- EDUC-P 507 ASSESSMENT IN THE SCHOOLS (3 cr.)** History and theory of measurement, interpretation, and measurement data, tests for administrative and supervisory purposes and for teaching aids, prognostic testing, and testing in relation to pupil diagnosis and adjustment. I, II
- EDUC-P 510 PSYCHOLOGY IN TEACHING (3 cr.)** Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems of the teacher's assumptions about human behavior and its development. I, II
- EDUC-P 514 LIFE SPAN DEVELOPMENT: BIRTH-DEATH (3 cr.)** A survey of human development from infancy through old age, emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational/counseling implications for all life stages; from birth to death.
- EDUC-P 515 CHILD DEVELOPMENT (3 cr.)** A survey and analysis of selected sources of information about the behavior and development of the elementary school child and the implications this information has for teaching the elementary school child. I
- EDUC-P 516 ADOLESCENT BEHAVIOR AND DEVELOPMENT (3 cr.)** Research and theory related to adolescents in the intellectual, physical, social-personal, and emotional areas of development. II
- EDUC-P 519 PSYCHO-EDUCATIONAL ASSESSMENT OF EXCEPTIONAL CHILDREN (3 cr.)** Instruments used to assess intellectual, educational, and social competencies of exceptional children. Additional credit for supervised practice in administering these tests to visually or acoustically handicapped, cerebral-palsied, language-impaired, or mentally retarded children. I, S
- EDUC-P 520 EARLY ADOLESCENT BEHAVIOR AND DEVELOPMENT (3 cr.)** Research theories and practices related to social, personal, intellectual, emotional, and physical aspects of the middle years of childhood.

- EDUC-P 545 EDUCATIONAL MOTIVATION (3 cr.)** This course examines a variety of theories of human motivation in educational settings, focusing on those theories that have practical application for teachers of kindergarten through postsecondary education. The course includes an examination of the development of achievement and intrinsic motivation, and focuses specifically on the anxious, apathetic, and/or underachieving student and other problem students. Teachers gain knowledge and skills in understanding how students' needs motivate them either to learn or to cause problems. S
- EDUC-P 570 MANAGING CLASSROOM BEHAVIOR (3 cr.)** An analysis of pupil and teacher behaviors as they relate to discipline. Attention is given to the development of such skills as dealing with pupils' problems and feelings, behavior modification, reality therapy, assertiveness in establishing and maintaining rules, and group processes. Designed for teachers, administrators, and pupil personnel workers.
- EDUC-P 590 RESEARCH IN EDUCATIONAL PSYCHOLOGY (cr. arr.)** Individual research.
- EDUC-R 301 AUDIOVISUAL-PRODUCTION OF MATERIALS (0 cr.)** A study of simple hand and machine-assisted materials production techniques. Basic graphics techniques and layout are included for a variety of mediated formats. Taken concurrently with EDUC-M 310. I, II, S
- EDUC-R 303 AUDIOVISUAL-OPERATION OF EQUIPMENT (1 cr.)** Training to basic skill levels in the operation of 16mm projectors, opaque, overhead, tape-recorders, television video taping/playback, phonographs, and other common classroom equipment.
- EDUC-R 423 UTILIZATION OF INSTRUCTIONAL MATERIALS (3 cr.)** For preservice teachers. Lectures and laboratory experiences in the selection, preparation, presentation, and evaluation of instructional materials culminating in a micro-teaching presentation by each student.
- EDUC-R 503 APPLICATION OF INSTRUCTIONAL MEDIA AND TECHNOLOGY (3 cr.)** Deals with the planning and use of resources for developing instruction in the classroom or other locations where learning takes place. Designed to provide students with experiences which allow them to select, arrange, and use a variety of resources in a systematic approach to instruction. Additional fee required.
- EDUC-R 541 DESIGN AND PRODUCTION OF INSTRUCTIONAL MATERIALS (3 cr.)** Laboratory practice in creating visual instructional media, applying lettering, and mounting techniques. End products include pictures, maps, charts, and graphs for projected and nonprojected use. Includes application of a basic model of graphic communication. Additional fee required.
- EDUC-R 590 RESEARCH IN INSTRUCTIONAL SYSTEMS TECHNOLOGY (cr. arr.)** P: Consent of instructor. Individual projects.
- EDUC-S 460 BOOKS FOR READING INSTRUCTION (3 cr.)** Examines the use of children's literature, trade books, and other non-text materials in reading instruction. Contemporary and historical selections for children and adolescents included. S
- EDUC-S 487 PRINCIPLES OF SENIOR HIGH-JUNIOR HIGH/MIDDLE SCHOOL EDUCATION (2 cr.)** The background and objectives of our junior high/middle school and senior high schools. Contributions made by the curriculum and extracurriculum to these objectives. Contributions to the teacher of the guidance program. Taken concurrently with EDUC-M 480, EDUC-R 303.
- EDUC-S 490 RESEARCH IN SECONDARY EDUCATION (cr. arr.)** Individual research.
- EDUC-S 503 SECONDARY SCHOOL CURRICULUM (3 cr.)** Primarily for teachers. Factors influencing curriculum development, organization, and content of the curriculum in several subject fields.
- EDUC-S 505 THE JUNIOR HIGH AND MIDDLE SCHOOL (3 cr.)** Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.
- EDUC-S 506 STUDENT ACTIVITY PROGRAMS (3 cr.)** For elementary, junior high/middle, and secondary school teachers and administrators. Comprehensive consideration of the student activity program. S
- EDUC-S 508 PROBLEMS IN SECONDARY EDUCATION (3 cr.)** Group analysis of common problems in the field of secondary education. Taken with student teaching.
- EDUC-S 512 WORKSHOP IN SECONDARY EDUCATION (Variable Title): (1-6 cr.)** Individual and group study of issues or concerns relating to the field of secondary education. Workshop format. S/F graded unless otherwise noted in the *Schedule of Classes*.



- EDUC-S 514 ADVANCED STUDY IN THE TEACHING OF READING IN THE JUNIOR HIGH AND SECONDARY SCHOOL (3 cr.)** For junior high/middle and secondary teachers. The developmental reading program in secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers. I, II
- EDUC-S 516 ADVANCED STUDY IN THE TEACHING OF SECONDARY SCHOOL ENGLISH LANGUAGE ARTS (3 cr.)** P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Current methods and materials for junior high and secondary school English courses; guiding reading to meet literary, historical, vocational, or scientific interests. I
- EDUC-S 517 ADVANCED STUDY IN THE TEACHING OF SECONDARY SCHOOL MATHEMATICS (3 cr.)** P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards; and determination of essentials of content. Developing mathematics programs for specific school situations. I
- EDUC-S 518 ADVANCED STUDY IN THE TEACHING OF SECONDARY SCHOOL SCIENCE (3 cr.)** P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Improved techniques, current literature, textbooks, and free and low-cost materials. Solution of specific practical problems confronting science teachers in the classroom and laboratory. I
- EDUC-S 519 ADVANCED STUDY IN THE TEACHING OF SECONDARY SCHOOL SOCIAL STUDIES (3 cr.)** P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Restudying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations. I
- EDUC-S 520 ADVANCED STUDY IN FOREIGN LANGUAGE TEACHING (3 cr.)** P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Principles, practices, problems, and current research pertaining to the teaching of a particular modern language in the secondary school. Emphasis on teaching the advanced levels. Separate sections as needed for teachers of French, German, Russian, and Spanish. I
- EDUC-S 530 JUNIOR HIGH AND MIDDLE SCHOOL CURRICULUM (3 cr.)** P: EDUC-S 505, junior high or middle school experience, or consent of instructor. The educational program designed for the junior high and middle school. Functions, organizations, planning, and evaluation of the junior high and middle school curriculum in specific areas.
- EDUC-S 560 DYNAMICS AND EVALUATION OF TEACHER EFFECTIVENESS (3 cr.)** P: All basic requirements for the Master of Science in Education, Secondary, or consent of instructor. Emphasis on helping in-service teachers identify and evaluate teacher effectiveness—both their own and that of others. Includes overview of the “total teaching team,” the dynamics of teaching and how best to provide for, and evaluate, that effectiveness.
- EDUC-S 590 RESEARCH: SECONDARY EDUCATION (cr. arr.)** Individual research. S/F graded.
- EDUC-S 591 RESEARCH PROJECT IN SECONDARY EDUCATION (3 cr.)** Designed for students to demonstrate their ability to identify, analyze, and propose solutions to problems in their educational areas. Solutions may include research or a comprehensive review of the literature, with recommendations. An oral examination and defense of the project is required. I, II
- EDUC-U 100 THRESHOLD SEMINAR (1-3 cr.)** Opportunities for students to better understand their personal development, to learn and utilize human relations skills, to assess humanistic issues in both personal and societal terms, and to establish goals for the future. Class emphasis varies, depending upon student needs and specific topics addressed. I, II, S
- EDUC-U 450 UNDERGRADUATE STUDENT PERSONNEL ASSISTANT (1 cr.)** Development of leadership skills; participation in internship experiences in general studies. S/F graded.
- EDUC-W 200 USING COMPUTERS IN EDUCATION (3 cr.)** Required of all students pursuing teacher education. Introduction to instructional computing and educational computing literature. Hands-on experience with educational software, utility packages, and commonly used microcomputer hardware. I, II, S
- EDUC-W 450 RESEARCH IN INSTRUCTIONAL COMPUTING (13 cr.)** Individual research.

- EDUC-X 100 PRACTICAL READING AND STUDY FOR SELF IMPROVEMENT (3 cr.)** P: Placement examination. Attempts to discover weaknesses in the student's methods of reading and study, and to provide remedial exercises. Much of the work is done on an individual basis. Does not count toward graduation requirements. S/F graded. I, II
- EDUC-X 101 TECHNIQUES IN TEXTBOOK READING (3 cr.)** P: Placement examination or EDUC-X 100. Instruction and practice in techniques for learning from printed materials. Emphasis is on gaining information from texts and practicing retrieval and discussion of concepts. Does not count toward graduation requirements. S/F graded. I, II, S
- EDUC-X 150 READING/LEARNING TECHNIQUES I (3 cr.)** P: Placement examination or EDUC-X 101. Emphasis on mechanics of reading, flexibility in reading, styles of learning, listening comprehension, vocabulary development, word attack, reading comprehension and rate. I, II
- EDUC-X 400 DIAGNOSTIC TEACHING OF READING IN THE CLASSROOM (1-3 cr.)** P: EDUC-M 464 or consent of instructor. Aids elementary and secondary teachers in the diagnosis and solution of specific classroom reading difficulties. I, II
- EDUC-X 401 CRITICAL READING IN THE CONTENT AREAS (3 cr.)** P: EDUC-M 464 or EDUC-E 339 and EDUC-E 340, or consent of instructor. Aids elementary and secondary teachers in the development of instructional strategies which assist students in the comprehension, critical analysis, and integration of ideas presented in the print material of various subject matter areas. I, II
- EDUC-X 425 PRACTICUM IN READING (6 cr.)** P: EDUC-E 339 and EDUC-E 341 or EDUC-M 464 and EDUC-X 400 and EDUC-X 401, or consent of instructor. Students work in selected elementary and secondary classrooms diagnosing and assisting pupils in the area of reading. This experience always includes a series of seminars in conjunction with the field placement. Additional fee required; S/F graded. I, II, S
- EDUC-X 470 PSYCHOLINGUISTICS FOR READING TEACHERS (3 cr.)** P: Consent of instructor. Explores language and its relationship to various expressions of language, including semantics, grammar, and dialect. S
- EDUC-X 490 RESEARCH IN READING (cr. arr.)** Diagnosis of reading difficulties and solution of problems through research, conference, and practice in the use of materials and equipment. Senior high-junior high/middle school education.
- EDUC-X 501 CRITICAL READING IN THE CONTENT AREAS (3 cr.)** P: EDUC-E 545 or EDUC-S 514, or consent of instructor. Aids elementary and secondary teachers in the development of instructional strategies which assist students in the comprehension, critical analysis, and integration of ideas presented in the print material of various subject matter areas. I, II
- EDUC-X 502 SOCIOLOGICAL, PSYCHOLOGICAL, AND LINGUISTIC PERSPECTIVES ON READING AND LANGUAGE (3 cr.)** P: EDUC-E 545 or EDUC-S 514, or consent of instructor. Explores language and its relationship to various expressions of language, including semantics, grammar, and dialect. S
- EDUC-X 504 DIAGNOSIS OF READING DIFFICULTIES IN THE CLASSROOM (3 cr.)** P: EDUC-E 545 or EDUC-S 514 and EDUC-P 507. Treats the theory, correlates instruments, and techniques of diagnosing reading difficulties in the classroom. II
- EDUC-X 525 PRACTICUM IN READING (1-4 cr.)** P: EDUC-E 545 or EDUC-S 514, EDUC-X 504 and three years of teaching experience, or consent of instructor. Diagnostic testing, remedial classroom teaching, compiling clinical records, and reporting to academic advisors. Additional fee required; S/F graded.
- EDUC-X 530 TOPICAL WORKSHOP IN READING (cr. arr.)** P: Instructor's permission. Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work. S/F graded. S
- EDUC-X 590 RESEARCH IN READING (cr. arr.)** Individual research. S/F graded.
- EDUC-Y 510 ACTION RESEARCH I (3 cr.)** An introduction to the basic philosophy and methods of action research. Students design an action research project and write a proposal. In this class, you learn how to conduct action research. You learn how to select an area of focus; collect data; organize, analyze and interpret data; and take action based on your findings. You plan an action research study and write a formal proposal for that study.

**EDUC-Y 511 ACTION RESEARCH II: INDEPENDENT STUDY (1-3 cr.)** P: Successful completion of EDUC-Y 510. Independent study course to carry out projects proposed in EDUC-Y 510. In this course you carry out the action research project that you designed in EDUC-Y 510. You meet periodically with the instructor and turn in a complete report of your findings. You find that your research results give you valuable information for decision making. I

## ENG: ENGLISH

**ENG-A 190 ART, AESTHETICS, AND CREATIVITY (3 cr.)** Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process, students explore relationships to other individuals and cultures, and review the implications of their learning for their personal, academic, and professional pursuits. I, II, S.

**ENG-D 600 HISTORY OF THE ENGLISH LANGUAGE (3 cr.)** Survey of the evolution of the English language from its earliest stages to the present, with reference to its external history and to its phonology, morphology, syntax, and vocabulary.

**ENG-E 301 LITERATURES IN ENGLISH TO 1600 (3 cr.)** The historical study of literature in English from the period 450 to 1600. Selections may include *Beowulf*, Chaucer's *Canterbury Tales*, *Sir Gawain and the Green Knight*. I

**ENG-E 302 LITERATURES IN ENGLISH 1600–1800 (3 cr.)** Representative study of British literature of the sixteenth through the eighteenth centuries in the context of transatlantic cultural developments. Writers may include Shakespeare, Milton, and Swift. II

**ENG-E 303 LITERATURES IN ENGLISH 1800–1900 (3 cr.)** Representative study of nineteenth century British literature in the context of transatlantic cultural developments. Selections may include writers from Wordsworth, Jane Austen, and the Brontës to Kipling and Conrad. II

**ENG-E 304 LITERATURES IN ENGLISH 1900–PRESENT (3 cr.)** Representative study of various literatures written in English in twentieth century. Focus on themes associated with shared cultures and concerns. Selections may include writers from Virginia Woolf and E. M. Forster to Chinua Achebe and Anita Desai. I

**ENG-G 13 READING AND WRITING FOR ACADEMIC PURPOSES (INTERNATIONAL STUDENTS) (3 cr.)** This course is designed for graduate ENL students. Its purpose is to develop the academic reading and writing skills necessary to complete graduate work. Assignments are completed using materials from the students' academic disciplines.

**ENG-G 20 COMMUNICATION SKILLS FOR GRADUATE STUDENTS (3 cr.)** This course provides instruction on communication and presentation skills to graduate ENL students. The oral proficiency required to discuss and present academic materials is developed. Language skills and classroom interaction skills are practiced while focusing on individual needs.

**ENG-G 205 INTRODUCTION TO THE ENGLISH LANGUAGE (3 cr.)** Elementary phonetics, phonology, and grammatical analysis; historical and comparative linguistics; language variation; English language as considered in relation to other languages. I, II, S

**ENG-G 301 HISTORY OF THE ENGLISH LANGUAGE (3 cr.)** Historical and structural analysis of the English language in stages of its development. Political and social events affecting development of language: evolution of modern phonology, syntax, and semantics. II (alternate years)

**ENG-G 302 STRUCTURE OF MODERN ENGLISH (3 cr.)** P: ENG-G 205 or ENG-G 301. Linguistic analysis of present-day American English, with attention to its phonemic and syntactical systems and its social dimensions. II (alternate years)

**ENG-G 552 LINGUISTICS AND THE TEACHER OF ENGLISH (4 cr.)** Topics in applied English linguistics, intended for English teachers at all levels.

**ENG-L 101 WESTERN WORLD MASTERPIECES I (3 cr.)** Literary masterpieces from Homer to Chaucer. Aims to teach thoughtful, intensive reading, and to introduce students to the aesthetic values of the classical literary heritage of Western literature. I, II, S

**ENG-L 102 WESTERN WORLD MASTERPIECES II (3 cr.)** Literary masterpieces from Shakespeare to the present. Introduces the student to the literature of the modern world and its aesthetic and philosophical values. May be taken before ENG-L 101. I, II, S

*Freshmen who seek admission to 200-level English courses must have (1) passed ENG-L 101, ENG-L 102, or ENG-L 150 with a minimum grade of C or (2) obtained the consent of instructor.*

- ENG-L 202 LITERARY INTERPRETATION (3 cr.)** Through discussion and writing, students examine how tradition and experiment find form in poetry, fiction, and drama; how form embodies the writer's cultural and personal values; and how each act of reading gives context to the literary work. Course can be taken twice for credit. I, II
- ENG-L 203 INTRODUCTION TO DRAMA (3 cr.)** Representative group of significant plays to acquaint students with characteristics of drama as a type of literature.
- ENG-L 204 INTRODUCTION TO FICTION (3 cr.)** Representative works of fiction; stresses structural technique in the novel, theories and kinds of fiction, and thematic scope of the novel.
- ENG-L 205 INTRODUCTION TO POETRY (3 cr.)** Analysis of kinds, conventions, and elements of poetry from several historical periods through class discussion and writing of papers. Attention to critical method.
- ENG-L 207 WOMEN AND LITERATURE (3 cr.)** A variable topics course that focuses either on the North American experience (with units on black writers, nineteenth century writers, major new voices, and lesbian writers) or on England and the continent (with units on the Renaissance woman, manners and rebellion, nineteenth century male views of women, and twentieth century female views of women). Fulfills liberal arts and sciences general education requirements Non-Western Cultures or Diversity in United States Society.
- ENG-L 220 INTRODUCTION TO SHAKESPEARE (3 cr.)** Introduces a range of Shakespearean genres, including comedies, tragedies, history plays, narrative poems, and sonnets. Attention to Shakespeare's life and historical background
- ENG-L 222 INTRODUCTION TO LITERARY CRITICISM (3 cr.)** Through discussion and writing, students examine representative literary works to discover how contemporary critical theories such as deconstructionism, feminism, new historicism, and psychoanalysis shape and illuminate interpretation. II

*Students enrolling in junior- and senior-level courses should have completed ENG-W 131. Courses open only to juniors and seniors, except by consent of instructor.*

- ENG-L 305 CHAUCER (3 cr.)** Chaucer's works, with special emphasis on *Troilus and Criseyde* and the *Canterbury Tales*.
- ENG-L 313 EARLY PLAYS OF SHAKESPEARE (3 cr.)** The course concentrates on Shakespeare's history plays, and it addresses the following problems: (1) history or chronicle as dramatic genre, (2) Shakespeare as historian, (3) the rhetoric of history, and (4) fact, truth, and art.
- ENG-L 314 LATE PLAYS OF SHAKESPEARE: TRAGEDY AND ROMANCE (3 cr.)** An intensive reading of the great tragedies and at least two of the late romances. The course deals with Shakespeare's treatment of tragedy and of romance as genre, as well as with the merits of the individual plays.
- ENG-L 327 LATER EIGHTEENTH CENTURY LITERATURE (3 cr.)** Major poetry and prose, 1730–1800, with emphasis on Johnson and Boswell.
- ENG-L 329 ROMANTIC LITERATURE (3 cr.)** Major Romantic writers, with emphasis on two or more of the following: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats.
- ENG-L 335 VICTORIAN LITERATURE (3 cr.)** Major poetry and prose, 1830–1900, studied against social and intellectual background of period.
- ENG-L 347 BRITISH FICTION TO 1800 (3 cr.)** Forms, techniques, and theories of fiction, as exemplified by such writers as Defoe, Richardson, Fielding, Smollett, Sterne, and Burney.
- ENG-L 348 NINETEENTH CENTURY BRITISH FICTION (3 cr.)** Forms, techniques, and theories of fiction as exemplified by such writers as the Brontës, Dickens, Eliot, and Hardy.
- ENG-L 350 EARLY AMERICAN WRITING AND CULTURE TO 1800 (3 cr.)** Examination of a range of literary and cultural communications from the period of exploration and colonization of the Americas through the Revolutionary era. Special attention paid to the interactions between rhetoric and history, and to religious, scientific, political, racial, and literary discourses.
- ENG-L 351 AMERICAN LITERATURE, 1800–1865 (3 cr.)** A study of major American writers to 1865, including such figures as Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

- ENG-L 352 AMERICAN LITERATURE, 1865-1914 (3 cr.)** A study of American writers from the end of the Civil War to the outbreak of World War I, including such figures as Twain, Dickinson, James, and two or three additional major writers.
- ENG-L 354 AMERICAN LITERATURE SINCE 1914 (3 cr.)** American writers since 1914, representing both the traditional canon and minority literature.
- ENG-L 355 AMERICAN FICTION TO 1900 (3 cr.)** Representative nineteenth century American novels.
- ENG-L 358 TWENTIETH CENTURY AMERICAN FICTION (3 cr.)** American fiction since 1900, including such writers as Wharton, Chopin, Wright, Morrison, DeLillo, Fitzgerald, Hemingway, and Faulkner.
- ENG-L 369 STUDIES IN BRITISH AND AMERICAN AUTHORS (3 cr.)** Studies in single authors (such as Wordsworth and Melville), groups of authors (such as the Pre-Raphaelites), and periods (such as American writers of the 1920s). Topics vary from semester to semester. May be repeated once for credit with a different topic.
- ENG-L 370 RECENT BLACK AMERICAN WRITING (3 cr.)** A study of the major African American writers, with special emphasis on recent writing.
- ENG-L 373 INTERDISCIPLINARY APPROACHES TO ENGLISH AND AMERICAN LITERATURE (3 cr.)** The study of literature from dual perspectives, such as those of literature and science.
- ENG-L 376 LITERATURE FOR ADOLESCENTS (3 cr.)** A survey of the challenging and sometimes controversial literature written about, for, and occasionally by, the young adult reader. Besides a wide range of readings, topics to be considered include “problem” fiction, fantasy and escapism, and the question of censorship. This course is designed both for future teachers and for those interested in the complex phenomenon of coming of age.
- ENG-L 379 AMERICAN ETHNIC AND MINORITY LITERATURE (3 cr.)** The study of the literature of various ethnic and minority groups as both a reflection of, and a response to, the experiences of these groups in America.
- ENG-L 381 RECENT WRITING (3 cr.)** Selected writers of contemporary significance. May include groups and movements (such as black writers, poets of projective verse, new regionalists, parajournalists and other experimenters in pop literature, folk writers, and distinctly ethnic writers); several recent novelists, poets, or critics; or any combination of groups. May be repeated once for credit, by special arrangement with the Department of English.
- ENG-L 388 STUDIES IN IRISH LITERATURE AND CULTURE (3 cr.)** Studies in single authors, such as Yeats or Joyce; groups of authors, such as contemporary Irish poets; periods, such as the Irish literary renaissance; and genres, such as modern Irish drama. Topics vary from semester to semester.
- ENG-L 390 CHILDREN’S LITERATURE (3 cr.)** P: ENG-W 131 and any junior/senior-level writing requirement, both with a C or higher. Historical and modern children’s books and selections from books; designed to assist future teachers, parents, librarians, or others in selecting the best in children’s literature. I, II, S
- Open only to seniors, except by consent of instructor, these seminars should not be taken until all, or almost all, other major courses are completed.*
- ENG-L 450 SEMINAR: BRITISH AND AMERICAN AUTHORS (3 cr.)** Intensive study of a major author or a school of closely related authors.
- ENG-L 460 SEMINAR: LITERARY FORM, MODE, AND THEME (3 cr.)** Study of texts in several historical periods, united by a common mode or form (narrative, romanticism, lyric, etc.) or by a common theme (bildungsroman, the city and the country, the two cultures question, etc).
- ENG-L 495 INDIVIDUAL READING IN ENGLISH (1-3 cr.)** Tutorial reading and research program on a subject proposed by the student. Must be arranged during previous semester. May be repeated once for credit.
- ENG-L 501 PROFESSIONAL SCHOLARSHIP IN LITERATURE (4 cr.)** Instruction in the materials, tools, and methods of research. The course is especially designed to familiarize beginning graduate students with the research expectations associated with graduate study in literature.

- ENG-L 502 CONTEXTS FOR STUDY OF WRITING (4 cr.)** Historical and cognitive effects of writing, reading, and language use, and the implication of these effects for the teaching and study of literature and writing. Special emphasis is placed on the history and psychology of literacy.
- ENG-L 553 STUDIES IN LITERATURE (3 cr.)** Primarily for secondary-school and junior-college teachers of English. Emphasis on thematic, analytic, and generic study. With consent of instructor, may be repeated once for credit with a different topic.
- ENG-L 590 INTERNSHIP IN ENGLISH (4 cr.)** A supervised internship in the uses of language in the workplace. Each intern is assigned a problem or task and develops the methods for solving or completing it. Each intern completes a portfolio of workplace writing and self-evaluation.
- ENG-L 625 SHAKESPEARE (4 cr.)** Critical analysis of selected texts.
- ENG-L 631 ENGLISH LITERATURE 1660-1790 (4 cr.)** Extensive reading in poetry and nonfictional prose.
- ENG-L 639 ENGLISH FICTION TO 1800 (4 cr.)**
- ENG-L 642 STUDIES IN ROMANTIC LITERATURE (4 cr.)** An advanced survey of the literature and thought of the major writers of the British Romantic movement, including Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
- ENG-L 647 STUDIES IN VICTORIAN LITERATURE (4 cr.)** Study of one writer, a group of writers, or a theme or form significant to the period. Course may be repeated once for credit with a different topic.
- ENG-L 650 STUDIES IN AMERICAN LITERATURE TO 1900 (4 cr.)** Intensive study of writer, a group of writers, or a theme or form significant to the period. Course may be repeated once for credit with a different topic.
- ENG-L 660 STUDIES IN AMERICAN LITERATURE 1900–PRESENT (4 cr.)** Intensive study of one writer, a group of writers, or a theme or form significant to the period. Course may be repeated once for credit with a different topic.
- ENG-L 674 STUDIES IN INTERNATIONAL ENGLISH LITERATURE (4 cr.)** Literatures from Africa, the Caribbean, Australia, New Zealand, the Pacific islands, the Indian subcontinent, or Canada.
- ENG-L 680 SPECIAL TOPICS: LITERARY STUDY AND THEORY (4 cr.)** Readings in sociological, political, psychological, and other approaches to literature.
- ENG-L 681 GENRE STUDIES (4 cr.)** Variable title: e.g., The Epic
- ENG-L 695 INDIVIDUAL READINGS IN ENGLISH (1-4 cr.)**
- ENG-L 699 M.A. THESIS (cr. arr.)**
- ENG-T 190 LITERARY AND INTELLECTUAL TRADITIONS (3 cr.)** Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused.
- ENG-W 31 PRE-COMPOSITION (3 cr.)** This course prepares students for college writing at the ENG-W 130 level by focusing on fundamental writing skills in an academic context; in particular, summary, analysis, and synthesis. The course presents writing as an interpretive act, organization as the logical progression of ideas, and grammar as the effective conveyance of meaning. Students learn revision as the thoughtful development of ideas and editing as the direct and accurate presentation of those ideas. S/F grading.
- ENG-W 31 PRE-COMPOSITION/ENL (4 cr.)** The course prepares ENL students for college writing at the ENG-W 130 level by focusing on interpreting texts and fundamental writing skills in an academic context. Students learn about the presentation of ideas, organization of ideas, and revision of written work. Specific ENL writing issues are addressed. S/F grading.
- ENG-W 130 PRINCIPLES OF COMPOSITION (3 cr.)** In this course, students should become more confident as interpreters of college-level reading and better prepared for developing their ideas in relation to those texts. The course focuses on using summary, analysis, and synthesis to produce thoughtful, organized, theory-driven essays. Students edit their writing with a view to improving their ability to organize ideas and present them in effective language.
- ENG-W 130 PRINCIPLES OF COMPOSITION/ENL (3 cr.)** In this course, ENL students focus on interpreting college-level readings and developing their ideas in relation to those texts in order to become well-pre-

pared for ENG-W 131. The course focuses on using summary, analysis, and synthesis to produce thoughtful, organized, theory-driven essays. Specific ENL writing issues are addressed.

- ENG-W 131 ELEMENTARY COMPOSITION (3 cr.)** In this course, students will expand their range of strategies for interpreting academic texts, for developing their ideas in relation to those texts, and for expressing those ideas in thoughtful, organized, theory-driven essays, while continuing to work on the effective organization and presentation of those ideas. ENG-W 131 addresses those goals at a more challenging level than ENG-W 130 and also includes an introduction to college-level research writing.

*Students must have a C or higher in ENG-W 131 to enroll in a 200-level writing course.*

- ENG-W 140 ELEMENTARY COMPOSITION–HONORS (3 cr.)** P: A qualifying score on the English placement examination or a passing grade in ENG-W 130, plus consent of the instructor or honors director. Academic and persuasive writing with an emphasis on clarity, grace, and individual style. Meets liberal arts and sciences writing requirement.
- ENG-W 203 CREATIVE WRITING (3 cr.)** Exploratory course in writing in which students may attempt effective expression in poetry, fiction, and drama. May be repeated once for credit. I, II, S
- ENG-W 231 PROFESSIONAL WRITING SKILLS (3 cr.)** P: ENG-W 131 or equivalent. A course designed to develop research and writing skills requisite for most academic and professional activities. Emphasis on organizational skills and writing techniques useful in job-related writing situations. Credit not given for ENG-W 231 and ENG-W 232. I, II, S
- ENG-W 232 INTRODUCTION TO BUSINESS WRITING (3 cr.)** P: ENG-W 131, ENG-W 135, ENG-W 140 with a grade of C or higher. Designed for students pursuing business careers. Practice in clarity, correctness, organization, and audience adaptation in business letters, interoffice memos, and informal and formal reports. Some emphasis on business research methods, research design, collaborative writing, and oral communication. Credit not given for ENG-W 231 and ENG-W 232. I, II, S
- ENG-W 234 TECHNICAL REPORT WRITING (3 cr.)** P: ENG-W 131 or equivalent, with a grade of C or higher. Instruction in preparing technical proposals and reports, with an introduction to the use of graphics. II
- ENG-W 250 WRITING IN CONTEXT (3 cr.)** P: ENG-W 131 or equivalent. A course designed to provide a subject-matter context for reading, writing, and research assignments of increasing complexity. Topics of general interests (e.g. autobiography, nature writing, science and society, teacher and child, American business, prison life, etc.) vary from section to section. Course may be taken twice for credit. I, II
- ENG-W 260 FILM CRITICISM (3 cr.)** P: ENG-W 131 or equivalent. This course surveys the major schools of film criticism and applies these theories to contemporary films. Students may write in the manner of the different critical approaches studied. Schools of film criticism considered may include formalism, auteur theory, genre studies, and feminist film theory.
- ENG-W 270 ARGUMENTATIVE WRITING (3 cr.)** Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.
- ENG-W 301 WRITING FICTION (3 cr.)** P: Submission of acceptable manuscripts to instructor in advance of registration. R: ENG-W 203. May be repeated once for credit.
- ENG-W 302 SCREENWRITING (3 cr.)** P: ENG-W 131 or equivalent or permission of instructor. A practical course in basic techniques of writing for film. Examine film screenplay structure and analyze the dramatic strategies of films. Learn to use the correct script format, and to creatively engage in the various stages of original dramatic scriptwriting. Covers the essentials of dramatic structure, story development, characterization and theme, scene construction, and dialogue. Students may not receive credit for both ENG-W 302 and TEL-T 331.
- ENG-W 303 WRITING POETRY (3 cr.)** P: Submission of acceptable manuscripts to instructor in advance of registration. R: ENG-W 203. May be repeated once for credit.
- ENG-W 315 WRITING FOR THE WEB (3 cr.)** P: ENG-W 131 or equivalent with a grade of C or higher. Introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers—hypertext, electronic mail, and computer conferencing—and explores what impact these new forms have on literacy skills for writers and readers of such computer-delivered texts.

- ENG-W 350 ADVANCED EXPOSITORY WRITING (3 cr.)** P: ENG-W 131 or equivalent. Intended for students who enjoy writing essays, the course focuses on developing style and voice through a range of increasingly sophisticated assignments. A significant goal of the course is for students to learn to write with facility, grace, and effectiveness, and as editors and readers to recognize those qualities in the writing of others.
- ENG-W 398 INTERNSHIP IN WRITING (1-3 cr.)** P: ENG-W 131, ENG-W 135 or honors eligibility. Combines study of writing with practical experience of working with professionals in journalism, business communication, or technical writing. Researched reports are required. Evaluations made by both supervisor and instructor. May be repeated, with permission of instructor, with different topics, for a maximum of 9 credits.
- ENG-W 401 ADVANCED FICTION WRITING (3 cr.)** P: Consent of instructor. Course may be taken twice for credit.
- ENG-W 500 TEACHING COMPOSITION: ISSUES AND APPROACHES (4 cr.)** Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.
- ENG-W 511 WRITING FICTION (4 cr.)** Either ENG-W 511 or ENG-W 513 may be taken twice for the M.A. or M.A.T.
- ENG-W 513 WRITING POETRY (4 cr.)** Poetry writing workshop on the study of prosody and form (including formal elements of free verse) in the context of writing by class members. Course may be taken twice for M.A. credit.
- ENG-W 553 THEORY AND PRACTICE OF EXPOSITION (3 cr.)** Primarily for secondary-school and junior-college teachers of English.
- ENG-W 615 WRITING CREATIVE NONFICTION (4 cr.)** Writing workshop in such modes as personal essay, autobiography, and documentary.

## **FINA: VISUAL ARTS**

- FINA-A 101 ANCIENT AND MEDIEVAL ART (3 cr.)** Introduction to art from the earliest times to the age of Gothic cathedrals. Emphasis on the history of styles and gaining a vocabulary to discuss works of art.
- FINA-A 102 RENAISSANCE THROUGH MODERN ART (3 cr.)** Introduction to art from Giotto and van Eyck through Picasso and Matisse. Emphasis on analytical skills.
- FINA-A 190 ART, AESTHETICS, AND CREATIVITY (3 cr.)** Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process, students explore relationships to other individuals and cultures, and review the implications of their learning for their personal, academic, and professional pursuits. I, II, S
- FINA-A 270 WOMEN IN THE HISTORY OF ART (3 cr.)** Introduction to the life and work of women artists from 1550 to the present from the perspective of women's experience. Lectures, discussions, and reaction papers address art history, creativity, and women's studies. List T.
- FINA-A 300 TOPICS IN ART HISTORY (3 cr.)** Variable title upper-level survey course that focuses on one chronological or geographical area of art history. Readings, discussions, research papers, or projects and presentations complement lectures and examinations.
- FINA-A 306 WOMEN IN THE VISUAL ARTS (3 cr.)** The works and life of Western female artists are discussed. The relation to, and difference of, the female artist's approach to art historical traditions is analyzed. Feminist theories in art history are employed for analyzing the production of art by women in the West as to how it reflected and, at the same time, affected its political and cultural milieus.
- FINA-A 308 MODERN ART 1900-1945 (3 cr.)** P: FINA-A 101 or FINA-A 102. Avant Garde and others. The class follows a chronological development of early twentieth century art in the West. The relationship between modern art and its relevant historical, political, and cultural milieus is studied. The response of artists to, and the affect of art on, Western societies is analyzed. I



- FINA-A 309 HISTORY OF ARCHITECTURE AND URBANISM (3 cr.)** P: FINA-A 101. This survey of the history of the built environment in its social and historical context spans from the beginnings to the present. The scope is broad in geographical and cultural terms. Emphasis is on high-style Western architecture, but Asia, Africa, the Americas, and vernacular architecture is also included. List C-1, C-2 or T, depending on course topic.
- FINA-A 320 ART OF THE MEDIEVAL WORLD (3 cr.)** P: FINA-A 101 or FINA-A 102. An examination of the artistic productions of the European Middle Ages; from the rise of Christianity through the construction of the great cathedrals, to the emergence of the early modern period. List C-1.
- FINA-A 332 SIXTEENTH AND SEVENTEENTH ART IN ITALY (3 cr.)** P: FINA-H 100, FINA-A 101, or FINA-A 102. Art of the Renaissance, Mannerism, and Baroque with emphasis on the art of Leonardo da Vinci, Raphael, Michelangelo, and Bernini. Works of art are analyzed in terms of style, subject, and social context.
- FINA-A 333 VAN EYCK TO VERMEER (3 cr.)** P: FINA-H 100, FINA-A 101, or FINA-A 102. Focuses on the artistic personalities and styles of the Netherlands in the fifteenth century, and continues through the Dutch Masters such as Hals, Rembrandt, and Vermeer. The course includes an examination of the invention of oil paint on wood and canvas.
- FINA-A 341 NINETEENTH CENTURY EUROPEAN ART (3 cr.)** The styles and conflicts from Neo-classicism to Post-Impressionism. French painting is emphasized, but British painting is also discussed. List C-2.
- FINA-A 343 AMERICAN ART (3 cr.)** A survey of American art from the colonial period to the beginning of abstraction in 1945. Emphasis on painting and theory of the nineteenth and early twentieth centuries. List C-2.
- FINA-A 390 MUSEUM STUDIES I: METHODS, HISTORY, ISSUES (3 cr.)** Introduction to basic workings of an art museum: the history of museums, collection management, cataloging of objects.
- FINA-A 399 ART, AESTHETICS, AND CREATIVITY (3 cr.)** Explores, in an interdisciplinary way, culture, cultural artifacts, and the role of art in the formation and expression of a particular culture. An historical perspective on the intellectual tradition reveals both change and deeper continuities in the social and spiritual values underlying the making of art. Issues of practice of the craft receives greater emphasis at this level. Variable topics. Meets general education common core II-D requirement. Required for B.F.A. majors.
- FINA-A 400 SENIOR SEMINAR (4 cr.)** P: Junior/senior status. Open discussion of art movements and the theories surrounding them in the post-World War II period.
- FINA-A 407 TOPICS: HISTORY OF ARCHITECTURE AND URBANISM (3 cr.)** P: FINA-A 101 and FINA-A 102. This variable-title course explores more specialized topics in the history of architecture and urbanism in combined lectures, seminar, and class presentation format. Topics may vary widely including Greek temples, medieval cathedrals, the American home, the skyscraper, or the work of a particular architect.
- FINA-A 408 ART HISTORY INTERNSHIP (1-4 cr.)** An internship within a museum or cultural organization where the student is participating in curatorial, education, or administrative art history-related responsibilities. Application for an art history internship includes a formal proposal and documentation from the host institution on the nature of the activity to be performed by the student.
- FINA-A 409 CAPSTONE COURSE (3 cr.)** The capstone focuses the critical and analytical skills applied to visual knowledge during the student's academic career to provide a culmination and assessment of these skills. Visual arts seniors investigate ideas about art and artists in preparation for the B.F.A. exhibit and to refine the intellectual tools of independent exploration. Required for senior B.F.A. students.
- FINA-A 420 UPPER-LEVEL SEMINAR IN ART HISTORY (3 cr.)** This course is to investigate the literature of a specific topic in art history and highlight the methodology of this investigation. Seminars are exploratory in nature and topics vary from year to year.
- FINA-A 427 THEORIES OF COLOR (3 cr.)** Lectures, seminar discussions, and personal investigation provide a basic introduction on the physiology of color, on the complex and varied history of color theory, and the use of color by artists from antiquity to the present. Seminar readings expand exploration while student projects focus on one aspect of color theory.

- FINA-A 470 PROBLEMS IN ART HISTORY (1-8 cr. arr.)** P: Six credit hours of art history, junior/senior status, consent of instructor. Independent research in art history. Open only to juniors and seniors by consent of instructor. List C-1, C-2, or T, depending on course topic.
- FINA-A 477 HISTORY OF PHOTOGRAPHY (3 cr.)** P: FINA-A 101, FINA-A 102. The course surveys the developments of photography from 1839 to the present in Europe and the United States. List T.
- FINA-A 490 TOPICS IN ART HISTORY (3 cr.)** P: Junior/senior status, consent of instructor. An advanced seminar which varies in subject from year to year. Topics include: The Apocalypse in Western Art, Art and Pornography, Art Criticism, Women in the History of Art.
- FINA-F 100 FUNDAMENTAL STUDIO—DRAWING (3 cr.)** An introduction to representational drawing. Stresses basic visual awareness, seeing, and representing three-dimensional reality on a two-dimensional surface. Exercises address the handling of placement, scale, space, volume, light, and formal articulation. A variety of drawing materials is introduced.
- FINA-F 101 FUNDAMENTAL STUDIO—3D DESIGN/SCULPTURE (3 cr.)** An introduction to three-dimensional form and composition. Projects range from traditional modeling and casting to concepts of abstract, three-dimensional structures in various materials.
- FINA-F 102 FUNDAMENTAL STUDIO—2D DESIGN (3 cr.)** Basic exploratory course in two-dimensional design to broaden visual vocabulary and offer insights into the use of the elements of design. Development of perceptual and technical skills.
- FINA-H 100 ART APPRECIATION (3 cr.)** A broad introduction to the art and cultural productions of a variety of the world's cultures, from the earliest times to the present; for the general student. Emphasis is on an appreciation of art through and understanding of its history, themes, and purposes. Does not count as credit toward a fine arts major or minor.
- FINA-P 273 COMPUTER ART AND DESIGN I (3 cr.)** P: FINA-F 102. Exploration of digital art and design. Students work with vector- and raster-based graphics and manipulation of peripherals such as scanners and printers. Students explore personal imagery in solving assigned problems.
- FINA-P 323 INTRODUCTION TO WEB DESIGN (3 cr.)** P: FINA-P 273. This course covers the technical fundamentals and principles of Web site design. Students learn the basics of HTML, including tables, frames, and working with images and links. Web-authoring software is also utilized, including the use of style sheets, rollovers, animations, and creating forms.
- FINA-P 324 INTERMEDIATE WEB DESIGN (3 cr.)** P: FINA-P 323. Continued exploration of Web design, with emphasis on efficient, user-friendly interfaces. Both Web-authoring and Web-animation software programs are utilized. Focus on multimedia—video, sound, and motion graphics to communicate information effectively over the Internet, while retaining a strong aesthetic quality.
- FINA-P 374 COMPUTER ART AND DESIGN II (3 cr.)** P: FINA-P 273. Continuation of exploration of features of graphics software programs. Familiarization with procedures for optimal image scanning, including file formats and image resolution. Students work with page layout, combining images and text to create dynamic design.
- FINA-P 453 GRAPHIC DESIGN III (3 cr.)** P: FINA-S 351. Approaches to solving diverse problems in increasingly practical applications. Students draw on their knowledge of design principles as well as utilizing their technical skills. An investigative approach is emphasized.
- FINA-P 454 GRAPHIC DESIGN IV (3 cr.)** P: FINA-P 453. Professional problem solving in graphic design.
- FINA-P 455 ADVANCED LETTERING AND TYPOGRAPHY (3 cr.)** P: FINA-P 273, FINA-S 351. Studies in the form, use, nomenclature, and history of typography. Individual letters, words, letterforms, and letterform compositions are created.
- FINA-P 461 GRAPHIC REPRODUCTION METHODS I (3 cr.)** P: FINA-P 374, FINA-S 351. This course utilizes design projects to explore and perfect techniques for preparing visual images for reproduction. Students learn basic traditional hand techniques as well as digital techniques.
- FINA-P 475 COMPUTER ART AND DESIGN III (3 cr.)** P: FINA-P 374. Course focuses on advanced problems in computer graphics (interactive/multimedia authoring) as determined by the skills and interests of each student.

- FINA-P 495 INDEPENDENT STUDY IN FINE ARTS (3 cr.)** P: Consent of instructor. B.F.A. graphic design students only.
- FINA-S 200 DRAWING I (3 cr.)** P: FINA-F 100. Preliminary course for advancement in drawing and painting. Continues to deal with problems of space, form, and light with a more concentrated focus. Subject matter includes still life, portrait work, and the introduction of the nude figure.
- FINA-S 230 PAINTING I (3 cr.)** P: FINA-F 102 and FINA-S 200. Preliminary course for advancement in representational oil painting. Subject matter includes still life, portraiture, and the figure. Emphasis is on media command, use of color, and structural issues in painting as well as the exploration of various styles of paint application.
- FINA-S 240 BASIC PRINTMAKING MEDIA (3 cr.)** An excellent and fun way to learn about basic printmaking techniques through hands-on experience. Learn the meticulous craft of cross-hatch modeling using one of the earliest methods of printmaking, metal plate etching. Learn to make paper, make a lithograph as well as multicolored silkscreen designs and posters. This class is oriented toward beginners; nondrawers welcome.
- FINA-S 250 GRAPHIC DESIGN I (3 cr.)** P: FINA-F 102. Introduction to formal design principles. Aspects of design elements and composition are considered. Students utilize an investigative approach to exploring design solutions using both hand and digital methods.
- FINA-S 260 CERAMICS I (3 cr.)** A limited introduction to hand building, throwing, glaze mixing, and glaze application; including lectures on basic ceramic techniques. Critiques of student work.
- FINA-S 270 SCULPTURE I (3 cr.)** P: FINA-F 101. An introduction to the basic concepts of sculpture, through modeling in clay and casting in plaster. Emphasis on the creation of form in three dimensions, and on handling of the materials of sculpture.
- FINA-S 291 FUNDAMENTALS OF PHOTOGRAPHY (3 cr.)** Introductory to the practice of black and white photography: camera operation, exposure calculation, exposing, printing, and enlarging monochrome photographs. Guidance toward establishment of a personal photographic aesthetic.
- FINA-S 300 VIDEO ART (3 cr.)** Exploration of the medium of video as an aesthetic expression. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of 1/2" VHS camera and editing procedures in conjunction with development of a visual sensitivity. Readings and a research project are also required.
- FINA-S 301 DRAWING II (3 cr.)** P: FINA-S 200. Intermediate course in representational drawing from the model and other sources. The emphasis is on technical command of the media in conjunction with an advancement of visual awareness. Continuation of dealing with problems of spatial articulation, value, and linear sensitivity.
- FINA-S 302 PRINTMAKING II BOOK ARTS (3 cr.)** A comprehensive introduction to basic book forms, nonadhesive structures include basic pamphlets, as well as pleated, folded, and tabbed forms. Adhesive structures include portfolios, Japanese stab binding, open-spine chain link binding, binding on tapes/cords, and clamshell box construction.
- FINA-S 305 GRAPHIC DESIGN INTERNSHIP (1-12 cr.)** P: Consent of instructor. Provides a supervised experience where students work for clients in a professional graphic design environment. B.F.A. graphic design students only.
- FINA-S 322 COLOR PHOTOGRAPHY (3 cr.)** P: FINA-S 291 or consent of instructor. Introduction to the practice of color photography: exposure in camera and printing color photographs. Guidance toward the establishment of a personal photographic aesthetic.
- FINA-S 323 INTERMEDIATE PHOTOSHOP (3 cr.)** P: FINA-P 273. Photoshop beyond the basics. Emphasis on collage techniques—layers and channels, layer modes, paths and clipping paths. Preparation of images for print, multimedia and Internet—scanning, retouching, optimizing images, as well as a variety of special effects applied to type and imagery.
- FINA-S 324 PAGE LAYOUT AND DESIGN (3 cr.)** P: FINA-P 273. Comprehensive coverage of page layout. Strong emphasis on typography, including formatting, style sheets, and combining text with imagery. Files are prepared for print, including preparation of collate-for-output reports and management of images and fonts. Features such as templates, libraries, and managing large documents are covered.

- FINA-S 329 MANUSCRIPT ARTS AND ILLUMINATION (3 cr.)** This course begins with a brief history of writing and calligraphic styles. Various decorative techniques are studied, such as Italian white vine foliate and Celtic motifs for initial capitals. Contemporary and traditional materials are covered, and include working with vellum (calf skin). A history of illumination techniques (embellishing with gold leaf) is followed by hands-on experience working with flat and raised gilding.
- FINA-S 331 PAINTING II (3 cr.)** P: FINA-S 230. Intermediate course in oil painting. Further exploration of representational painting techniques using still life, portraiture, and the figure model. Emphasis is on technical command and understanding the concepts of painting space, color, volume, value, and scale.
- FINA-S 337 WATERCOLOR PAINTING I (3 cr.)** P: FINA-S 200. An introduction to watercolor working from still life, portrait, and the figure; stressing technical competence.
- FINA-S 338 WATERCOLOR PAINTING II (3 cr.)** P: FINA-S 337. Further work in advancing technical skill in watercolor and achieving stylistic individuality.
- FINA-S 341 PRINTMAKING II INTAGLIO (3 cr.)** P: FINA-S 240. Advanced study with emphasis on intaglio. Problems in pictorial composition and drawing stressed.
- FINA-S 343 PRINTMAKING II LITHOGRAPHY (3 cr.)** P: FINA-S 240. Advanced study with emphasis on lithography. Problems in pictorial composition and drawing stressed.
- FINA-S 344 PRINTMAKING II SILK SCREEN (3 cr.)** P: FINA-P 273. Advanced study with emphasis on silk screen. Problems in pictorial composition, color, and collage design strategies stressed.
- FINA-S 351 GRAPHIC DESIGN II (3 cr.)** P: FINA-S 250. Further studies exploring design principles. Students utilize both hand and digital methods to solve design problems creatively and effectively. Course includes typographic exploration.
- FINA-S 361 CERAMICS II (3 cr.)** P: FINA-S 260. Continued practice in forming and glazing, with the emphasis on wheel throwing, surface decoration, and kiln firing techniques. Lectures and critiques. May be repeated once.
- FINA-S 371 SCULPTURE II (3 cr.)** P: FINA-S 270 or consent of instructor. A continuation of FINA-S 270, with an introduction to bronze casting and welding. Carving in wood and stone available to the interested student. May be repeated once for credit.
- FINA-S 392 INTERMEDIATE PHOTOGRAPHY (3 cr.)** P: FINA-S 291 or consent of instructor. Practice of black and white photography, and an appreciation of photographs, and experience in expressive use of the medium.
- FINA-S 401 DRAWING III (3 cr.)** P: FINA-S 301. Advanced work in drawing. Emphasis on further developing a personal vision and style coupled with advancing a thorough knowledge of drawing techniques. Color may be introduced. May be taken three times for credit.
- FINA-S 403 ANATOMY FOR THE ARTIST (3 cr.)** P: FINA-S 200. Study of human anatomy as it relates to the observation of the figure for drawing and painting. The skeleton, written materials, and a live model are used for gaining a greater understanding of the human form.
- FINA-S 405 B.F.A. DRAWING (3 cr.)** P: Successful completion of upper-divisional review and consent of instructor required. Creation of drawing portfolio and senior thesis exhibition.
- FINA-S 406 ARTIFICIAL LIGHTING (3 cr.)** P: FINA-S 392. Course work includes a study of technical and formal aspects of artificial lighting applied in a studio or on location. Assignments emphasize the use of light as a visual language influencing the content of an image.
- FINA-S 407 ALTERNATIVE PROCESSES IN PHOTOGRAPHY (3 cr.)** P: FINA-S 392. Advanced film exposure and development techniques are studied in conjunction with alternative photographic processes. Course work includes critique and discussions toward the development of an understanding of these processes in a historical and aesthetic context.
- FINA-S 417 HAND PAPERMAKING I (3 cr.)** Introduction to papermaking. An introduction to materials and processes of hand papermaking and investigation of their aesthetic potential. In addition to basic resources and bibliographic references, the course covers theory and process of beating, sizing, sheet formation, couching, pressing and drying; surface variation; color potential; and casting and structural experimentation.

- FINA-S 431 PAINTING III (3 cr.)** P: FINA-S 331. Advanced course in oil painting. Continuation of FINA-S 331. May be taken three times for credit.
- FINA-S 432 B.F.A. PAINTING (3 cr.)** P: Successful completion of upper-divisional review and consent of instructor required. Creation of painting portfolio and senior thesis exhibition.
- FINA-S 437 WATERCOLOR PAINTING III (3 cr.)** P: FINA-S 338. Continuation of Watercolor Painting II. May be repeated three times for credit.
- FINA-S 442 B.F.A. PRINTMAKING (3 cr.)** P: Successful completion of upper-divisional review and consent of instructor required. Creation of printmaking portfolio and senior thesis exhibition.
- FINA-S 447 PRINTMAKING III (3 cr.)** Advanced study in printmaking with emphasis on developing a personal aesthetic direction, a specialization in one or more media, and preparing a portfolio of finished works. May be repeated three times for credit.
- FINA-S 471 SCULPTURE III (3 cr.)** P: FINA-S 371 or consent of instructor. Advanced work in sculpture in the medium of student's choice. May be repeated three times for credit.
- FINA-S 472 B.F.A. SCULPTURE (3 cr.)** P: Successful completion of upper-divisional review and consent of instructor required. Creation of sculpture portfolio and senior thesis exhibition.
- FINA-S 490 ADVANCED PHOTOGRAPHY I (3 cr.)** P: FINA-S 392 and consent of instructor. Variable titles. May be repeated three times for credit.
- FINA-S 491 ADVANCED PHOTOGRAPHY II (3 cr.)** P: FINA-S 392 and consent of instructor. Variable titles. May be repeated three times for credit.
- FINA-S 492 B.F.A. PHOTOGRAPHY (3 cr.)** P: Successful completion of upper-divisional review and consent of instructor required. Creation of photography portfolio and senior thesis exhibition.
- FINA-S 494 HISTORY OF PHOTOGRAPHY TWENTIETH CENTURY (3 cr.)** P: FINA-A 477. This course surveys contemporary photographers, their work, and changes in photographic trends and ideas.
- FINA-S 495 ADVANCED PHOTO SYSTEMS (3 cr.)** P: Consent of instructor. The photographic process as a system, study of the nature and behavior of its several components, and the manner and means of their interaction. Junior-level course.
- FINA-S 497 INDEPENDENT STUDY IN STUDIO ART (cr. arr.)** P: Consent of instructor. Advanced independent work in studio area of student's choice. Emphasis on self-motivation and self-direction, in addition to intensive furthering of skills and concepts already obtained in the studio classes.
- FINA-S 499 B.F.A. FINAL REVIEW (0 cr.)** P: Consent of instructor. Required, noncredit exhibition of student work.
- FINA-Y 398 PROFESSIONAL PRACTICES IN FINE ARTS (1-6 cr.)** Addresses the business side of the art world, including tax accounting, obtaining gallery shows and museum exhibitions, and strategies.

## FOLK: FOLKLORE

- FOLK-F 111 WORLD MUSIC AND CULTURE (3 cr.)** Introduction to ethnomusicology and the cross-cultural study of music and culture. Explores music, performance, and ideas from around the world. Analyzes the role music plays in human life including a variety of social, political, and personal contexts. Music training is not required.

## FREN: FRENCH

*All foreign language classes may require homework using audio, visual, or computer-based materials in the world language resource center.*

- FREN-F 101 ELEMENTARY FRENCH I (3 cr.)** Introduction to contemporary French and Francophone cultures. Emphasis on interaction and communication.
- FREN-F 102 ELEMENTARY FRENCH II (3 cr.)** P: FREN-F 101. Introduction to contemporary French and Francophone cultures. Emphasis on interaction and communication.

- FREN-F 203 SECOND-YEAR FRENCH I (3 cr.)** P: FREN-F 102 or equivalent. Continued development of proficiency in oral and written communication in French through listening, reading, and use of French in realistic situations. FREN-F 203 must be taken before FREN-F 204.
- FREN-F 204 SECOND-YEAR FRENCH II (3 cr.)** P: FREN-F 203 or equivalent. Continued development of proficiency in oral and written communication in French through listening, reading, and use of French in realistic situations.
- FREN-F 251 BUSINESS FRENCH (3 cr.)** P: FREN-F 203 or equivalent. Introduction to the language and culture of business in France and the Francophone world.
- FREN-F 298 SECOND-YEAR FRENCH (3 or 6 cr.)** A student who places at the third-year level on the IU South Bend foreign language placement examination and completes a course at the third-year level is eligible for 6 credit hours of special credit in FREN-F 298. A student who places in the second semester of the second year and completes a course at the second-semester, second-year level is eligible for 3 credit hours of special credit in FREN-F 298. If the grade earned is A, it is recorded for special credit; if the grade earned is B, S is recorded for special credit. No special credit is given if the grade earned is lower than B.
- FREN-F 305 MASTERPIECES OF FRENCH LITERATURE 1 (3 cr.)** P: FREN-F 204 or equivalent. Texts selected from material from 1650 to 1850, with emphasis on historical background, literary movements, and representative authors.
- FREN-F 306 MASTERPIECES OF FRENCH LITERATURE 2 (3 cr.)** P: FREN-F 204 or equivalent. Texts selected from eighteenth, nineteenth, and twentieth centuries. Historical background, literary movements, and representative authors.
- FREN-F 313 ADVANCED GRAMMAR AND COMPOSITION (3 cr.)** P: FREN-F 204 or equivalent. Review of grammar and extensive writing practice.
- FREN-F 363 INTRODUCTION À LA FRANCE MODERNE (3 cr.)** P: FREN-F 204 or equivalent. The development of French culture and civilization in the twentieth century, with an emphasis on the events which shaped modern France and the Francophone world.
- FREN-F 391 STUDIES IN FRENCH FILM (3 cr.)** P: FREN-F 204 or equivalent. An introduction to the French cinema from its early days (Lumiere, Melies, Feuillade), to the Nouvelle Vague (Truffaut, Godard, Renais), and to recent films through the 1990s.
- FREN-F 398 FOREIGN STUDY IN FRANCE.** See department.
- FREN-F 450 COLLOQUIUM IN FRENCH STUDIES (3 cr.)** Emphasis on one topic, author, or genre.
- FREN-F 454 LITTÉRATURE CONTEMPORAINE II (3 cr.)** French and Francophone literature after 1940.
- FREN-F 480 FRENCH CONVERSATION (3 cr.)** Designed to develop speaking skills through content-based conversation with emphasis on developing fluency and accuracy.
- FREN-F 495 INDIVIDUAL READING IN FRENCH LITERATURE (1-3 cr.)** P: Consent of department. May be repeated. No more than 3 credit hours may be applied toward requirements of the major.

## **GEOG: GEOGRAPHY**

- GEOG-G 107 PHYSICAL SYSTEMS OF THE ENVIRONMENT (3 cr.)** An introduction to the physical environment as the home of humans emphasizing the distribution and interaction of environmental variables such as climate, landforms, soil, and vegetation.
- GEOG-G 110 INTRODUCTION TO HUMAN GEOGRAPHY (3 cr.)** An introduction to geographic perspectives and principles. Focus on the static and dynamic aspects of the spatial arrangements of society and the impact of social, economic, and political institutions on that spatial arrangement.
- GEOG-G 201 WORLD REGIONAL GEOGRAPHY (3 cr.)** A geographical analysis of human activity in selected world regions.
- GEOG-G 213 INTRODUCTION TO ECONOMIC GEOGRAPHY (3 cr.)** Principles of economic geography including theories concerning industrial location, competition for land, economic nature of resources, and geographic background of international trade.

- GEOG-G 306 THE GEOGRAPHY OF CURRENT ISSUES (3 cr.)** P: GEOG-G 110 or junior standing. An examination of current problems from a geographical perspective. Specific topic considered varies from semester to semester and may include American poverty, rural poverty, black America, the urban ghetto, non-Western urbanization, crime, and environmental quality. May be repeated once.
- GEOG-G 313 POLITICAL GEOGRAPHY (3 cr.)** P: GEOG-G 110 or 3 credit hours of political science, or consent of instructor. An examination of the role of the political process in shaping the spatial organization of societies on local, national, and global scales.
- GEOG-G 314 URBAN GEOGRAPHY (3 cr.)** P: GEOG-G 110 or consent of instructor and junior standing. Principles of location and distribution of urban centers, urban land use, geographical aspects of city planning.
- GEOG-G 315 ENVIRONMENTAL CONSERVATION (3 cr.)** P: 3 hours of geography or junior standing. Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of the environment; emphasizes an ecological approach. Current problems relating to environmental quality.
- GEOG-G 320 POPULATION GEOGRAPHY (3 cr.)** Involves an examination of population growth dynamics, population distribution and composition, mobility, migration, residential choice, and segregational patterns and processes.
- GEOG-G 344 URBANIZATION: A GEOGRAPHIC PERSPECTIVE (3 cr.)** Examination of the growth and decline of urban areas and of the corresponding forces of centralization and decentralization. Analysis of the role of urban areas in preindustrial, industrial, and postindustrial societies.
- GEOG-G 415 ADVANCED URBAN GEOGRAPHY (3 cr.)** Contemporary geographical theories of the size, spacing, distribution, and internal structure of cities: central place theory, urban land use theory, intra-urban location theory.
- GEOG-G 438 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (3 cr.)** This course is a general introduction to geographic information systems. Students learn how geographic information systems can be organized, about the kinds of operations that are possible with such systems, and about the problems of developing and using the systems. The emphasis in the course is on problem solving, and lectures are combined with a series of problem-solving exercises. The exercises involve the application of several kinds of computer software for geographic problems. Students can expect to develop a comprehensive background that is widely useful in the development and application of geographic information systems, as well as some basic skills in the use of the system.

## GEOL: GEOLOGY

- GEOL-G 111 PHYSICAL GEOLOGY (3 cr.)** P: MATH-M 14 or equivalent. Basic concepts of geology. Geological time, formation of rocks, erosion, and landscape evolution. Interpretation of Earth history from geological data, and the evolution of the planet and life. Emphasis on plate tectonics and planetary science. I, II
- GEOL-G 112 HISTORICAL GEOLOGY (3 cr.)** P: MATH-M 14 or equivalent. Introduction to the study of the history of the large scale structure of Earth and the evolution of life as demonstrated through the fossil record. Plate tectonics and the origins of continents, ocean basins, and mountain ranges. Geosynclines and origin of fold mountains. Interior of the Earth; formation of the core, mantle, and crust. Continental drift, sea-floor spreading, and Earth history. I, II
- GEOL-G 210 OCEANOGRAPHY (3 cr.)** P: MATH-M 115 or equivalent. An introduction to the study of oceans and marine processes and the atmosphere. Emphasis on the morphology of the ocean floor, life in the ocean, oceanic circulation, sea-floor spreading, global climate, and solar-terrestrial relations.
- GEOL-G 219 METEOROLOGY (3 cr.)** P: MATH-M 115 or equivalent. Basic concepts of atmospheric dynamics and meteorology, with emphasis on developing an understanding of weather, climate, and forecasting.
- GEOL-G 413 INTRODUCTION TO GEOPHYSICS (3 cr.)** P: PHYS-P 221, MATH-M 215. Application of physics to the study of the Earth, its origin, history, and internal constitution, geological exploration, mineral resources, comparison with the moon and terrestrial planets.
- GEOL-N 190 THE NATURAL WORLD (3 cr.)** Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary

world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements.

**GEOL-T 106 EARTH AND SPACE SCIENCE FOR ELEMENTARY TEACHERS (4 cr.)** P: MATH-T 101 and PHYS-T 105 or CHEM-T 105. Principles of Earth and space science. Laboratory, demonstration, and exploration enrich the course material and develop the expertise needed for success in the elementary school classroom. Open only to elementary education majors. I, II

## **GER: GERMAN**

*All world language classes may require homework using audio, visual, or computer-based materials in the world language resource center.*

- GER-G 101 BEGINNING GERMAN I (3 cr.)** Introduction to contemporary German language and culture. Emphasis on interaction and communication.
- GER-G 102 BEGINNING GERMAN II (3 cr.)** P: GER-G 101 or equivalent. Introduction to contemporary German language and culture. Emphasis on interaction and communication.
- GER-G 203 SECOND-YEAR GERMAN I (3 cr.)** P: GER-G 102 or equivalent. Continued development of proficiency in oral and written communication in German through listening, reading, and use of German in realistic situations.
- GER-G 204 SECOND-YEAR GERMAN II (3 cr.)** P: GER-G 203 or equivalent. Continued development of proficiency in oral and written communication in German through listening, reading, and use of German in realistic situations.
- GER-G 277 WOMEN IN GERMAN CULTURE: 1750-PRESENT (3 cr.)** The changing role of women in German-speaking society since the Enlightenment, as reflected in writings and other documents. Emphasis on historical, social, aesthetic, and philosophical factors.
- GER-G 298 SECOND-YEAR GERMAN (3 or 6 cr.)** A student who places at the third-year level on the language placement examination and completes a course at the third-year level is eligible for 6 credit hours of special credit in GER-G 298. A student who places in the second semester of the second year and completes a course at the second-semester, second-year level is eligible for 3 credit hours of special credit in GER-G 298. If the grade earned is A, it is recorded for special credit; if the grade is B, S is recorded for special credit. No special credit is given if the grade earned is less than B.
- GER-G 300 DEUTSCH: MITTELSTUFE I (3 cr.)** P: GER-G 204. Reading proficiency, systematic vocabulary building, composition, and discussion through the assignment of short literary texts and nonliterary texts. Conducted in German.
- GER-G 305 MASTERPIECES OF GERMAN LITERATURE: CLASSICAL AND ROMANTIC PERIODS (3 cr.)** P: GER-G 204 or equivalent. R: GER-G 306. Interpretation and textual analysis of masterpieces from classicism and romanticism. Includes works by such authors as Lessing, Schiller, Goethe, Kleist, E.T.A. Hoffmann, and Büchner.
- GER-G 306 MASTERPIECES OF GERMAN LITERATURE: MODERN PERIOD (3 cr.)** P: GER-G 204 or equivalent. Interpretation and textual analysis of masterpieces from realism and modernism. Includes works by such authors as Keller, Mann, Rilke, Kafka, Brecht, and Weiss.
- GER-G 307 SELECTED WORKS OF CONTEMPORARY GERMAN LITERATURE (3 cr.)** P: GER-G 204 or equivalent. Does not duplicate GER-G 305/GER-G 306. Interpretation and textual analysis of literature from 1945 to the present.
- GER-G 313 WRITING GERMAN I (3 cr.)** P: GER-G 204 or equivalent. Emphasis on composition and review of grammar through analysis of texts in a variety of genres.
- GER-G 314 WRITING GERMAN II (3 cr.)** P: GER-G 313 or equivalent. Emphasis on composition and review of grammar through analysis of texts in a variety of genres.
- GER-G 330 DEUTSCH: MITTELSTUFE II (3 cr.)** P: GER-G 204. Advanced oral and written communication. Study of selected advanced grammatical topics. Reading of primarily nonliterary texts. Conducted in German.



- GER-G 363 DEUTSCHE KULTURGESCHICHTE (3 cr.)** P: GER-G 204 or equivalent. A survey of the cultural history of German-speaking countries, with reference to their social, economic, and political context.
- GER-G 370 INTRODUCTION TO GERMAN FILM: FROM BERLIN TO HOLLYWOOD (3 cr.)** A survey course on German film that provides an introduction to film techniques, film genres, film history, tools of analysis, and the aesthetic, sociological, political, and philosophical contexts of German film. Readings, lectures, writing assignments and discussions in English, no German required. Course counts for film studies or German.
- GER-G 396 GERMAN LANGUAGE ABROAD (1-6 cr.)** P: GER-G 204 or equivalent. See department. Credit for study in Germany.
- GER-G 464 GERMAN THOUGHT AND SOCIETY (3 cr.)** Emphasis on situating significant literary texts in social and cultural context.
- GER-G 465 FORTGESCHRITTENES DEUTSCH: KOMMUNIKATION (3 cr.)** P: GER-G 314 or consent of instructor. Designed to develop speaking skills through content-based conversation with emphasis on developing fluency and accuracy.
- GER-G 495 INDIVIDUAL READINGS IN GERMAN LITERATURE (1-3 cr.)** P: Consent of department. May be repeated. Not more than 3 credit hours may be applied toward requirements of the major.

## **HIST: HISTORY**

- HIST-A 221 STUDIES IN AMERICAN HISTORY (3 cr.)** Study and analysis of selected themes, topics, and problems in American history, from the colonial period to the present. These themes or topics vary from semester to semester. May be repeated once for credit, for different themes or topics.
- HIST-A 300 ISSUES IN UNITED STATES HISTORY (3 cr.)** Study and analysis of selected historical issues and problems of limited scope. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 9 credit hours.
- HIST-A 301 AMERICAN COLONIAL HISTORY (3 cr.)** Settlement and growth of English colonies in North America, and development of American colonial society to 1763; comparison with French and Spanish colonies, and English colonies in the West Indies.
- HIST-A 302 THE AMERICAN REVOLUTION (3 cr.)** Close study of the period from 1763 to 1789, growth of opposition to the empire, rebellion, the War of Independence, and the development of American political institutions at state and federal levels; adoption of the Constitution.
- HIST-A 303 THE EARLY NATIONAL PERIOD (3 cr.)** Political, economic, and social development of the young republic from 1789 through the War of 1812, with particular attention to the first American party system and the expansion of the frontier.
- HIST-A 304 THE UNITED STATES FROM THE WAR OF 1812 TO THE CIVIL WAR (3 cr.)** A study of the rapid economic, social, and political changes that the United States experienced in this period of disruptive growth.
- HIST-A 305 UNITED STATES, 1865-1900 (3 cr.)** Political, social, economic, and intellectual history of United States from the Civil War to the turn of the century.
- HIST-A 313 UNITED STATES FROM 1890s TO DEPRESSION OF THE 1930s (3 cr.)** America's emergence to a position of economic maturity, urban society, and world responsibility. Progressivism, World War I, the Twenties, the Great Depression, with interpretive readings in politics, diplomacy, economics, society, thought, and literature of the period.
- HIST-A 314 THE UNITED STATES 1929-1945 (3 cr.)** The Great Depression, Franklin Roosevelt's New Deal, the American involvement in World War II at home as well as on the battlefield.
- HIST-A 315 THE UNITED STATES, 1945 TO THE PRESENT (3 cr.)** The problems of postwar America, the Cold War, Korea, Harry Truman's Fair Deal, Dwight Eisenhower's Modern Republicanism, John Kennedy's New Frontier, Lyndon Johnson's Great Society, the civil rights revolution, Vietnam, the turbulent 1960s, Nixon, Kissinger and Watergate, the Ford and Carter administrations, Reagan, Bush.
- HIST-A 318 THE AMERICAN WEST (3 cr.)** Western expansion and development 1763-1900: Economic, political, and social. Special attention to natural resources, Native America-Anglo American relations, and the role of the West in American myth and symbol.

P = Prerequisite, R = Recommended, C = Concomitant

I = fall semester, II = spring semester, S = summer session(s)

- HIST-A 340 HISTORY OF THE SOUTH II (3 cr.)** Political, social, economic, and cultural aspects of the history of the South. Reconstruction; race, class, and gender relations; economic change; and the role of the South in the nation.
- HIST-A 346 AMERICAN DIPLOMATIC HISTORY FROM 1898 TO PRESENT (3 cr.)** The rise of the United States as a world power, World War I, the isolationism of the 1920s and the 1930s, World War II, the Cold War, Korea, Vietnam, Kissinger and détente, the uncertain 1970s and 1980s.
- HIST-A 347 AMERICAN URBAN HISTORY (3 cr.)** Evolution of cities and urban life in the United States from colonial times to the present. Rise of cities; creation of modern urban districts (ghettos, suburbia); city planning, political and economic power structures, ethnic and race relations, law and order.
- HIST-A 348 CIVIL WAR AND RECONSTRUCTION (3 cr.)** The era of the Civil War and its aftermath. Military, political, economic, and social aspects of the coming of the war, the war years, and the “reconstruction” era following the conflict.
- HIST-A 351 THE UNITED STATES IN WORLD WAR II (3 cr.)** Examination of United States participation in World War II and the effects of the war on American society. Major topics: the diplomatic road to Pearl Harbor, strategies of the major land and sea campaigns, the wartime relationships of Roosevelt with Churchill and Stalin, development of the atomic bomb, and the origins of the Cold War.
- HIST-A 355 AFRO-AMERICAN HISTORY TO THE 1890s (3 cr.)** History of black Americans beginning with their West African background and including the slave trade, slavery, the Civil War, Reconstruction, and the consequences of Reconstruction’s failure.
- HIST-A 356 AFRO-AMERICAN HISTORY, 1890s TO THE PRESENT (3 cr.)** Study of segregation, black sub-culture, ideological and tactical dissension, economic marginality, urbanization, and the impact of the civil rights movement.
- HIST-A 371 HISTORY OF INDIANA TO THE CIVIL WAR (3 cr.)** The development of a midwestern state; with emphasis upon the French and British periods; the West in the American Revolution; transition from territory to state; political, economic, and cultural patterns; and the sectional crisis.
- HIST-A 372 HISTORY OF INDIANA SINCE THE CIVIL WAR (3 cr.)** Traces the developments of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts, especially literature.
- HIST-A 380 THE VIETNAM WAR (3 cr.)** The story of America’s longest war—the battles, the protests, the movies, and the controversies. The Vietnam War was an epic event, the climax of the Cold War, and the high-water mark of American power. The course also deals with the war’s legacies, its place in popular culture, and its economic and political aftershocks.
- HIST-A 382 THE SIXTIES (3 cr.)** An intensive examination of the decade that tore apart post-World War II American society, beginning with the confident liberalism that believed the nation could “pay any price” and “bear any burden” to stop communism abroad and to promote reform at home, focusing on the internal contradictions and external challenges that destroyed this liberal agenda.
- HIST-B 221 STUDIES IN EUROPEAN HISTORY (3 cr.)** Study and analysis of selected themes, topics, and problems in European history. These themes or topics vary from semester to semester. May be repeated once for credit, for different themes or topics.
- HIST-B 260 WOMEN, MEN, AND SOCIETY IN MODERN EUROPE (3 cr.)** An overview of the development of gender roles in Europe since the French Revolution. Examines the implications of industrialization for the modern family and for the creation of private and public spheres, as well as the roles of women and men in the modern nation-state, Victorian morality, the connections between gender and mass political movements (e.g., fascism and communism), and the impact of consumer culture and the sexual revolution.
- HIST-B 300 ISSUES IN WESTERN EUROPEAN HISTORY (3 cr.)** Study and analysis of selected historical issues and problems of limited scope. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours.
- HIST-B 342 WOMEN IN MEDIEVAL SOCIETY (3 cr.)** An overview of the history of women in the Medieval west. The situation of women is addressed according to their position in society—whether it be noblewoman, queen, peasant, saint, or prostitute. Both primary and secondary sources are examined.

Attention is also paid to Medieval theories about women and prevailing attitudes toward women, as expressed in both learned and popular circles. Methodological and epistemological problems are highlighted.

- HIST-B 346 THE CRUSADES (3 cr.)** Military expeditions undertaken by Christians to recover the Holy Land between 1095 and 1291. It explores the concept of holy war, church reform, the military campaigns, the crusades ideal, the crusaders' motivations, women's involvement, life in the crusader states, and cultural exchanges between Muslims, Christians, and Jews.
- HIST-B 352 WESTERN EUROPE IN THE HIGH AND LATER MIDDLE AGES (3 cr.)** Late Medieval Europe between 1000 and 1500 C.E. Covers political, economic, social, religious, and cultural changes. Includes religious reform, colonization, especially the Crusades and the beginning of exploration, the treatment of non-Christian peoples, the creation of a centralized state, cultural movements, and gender.
- HIST-B 355 EUROPE: LOUIS XIV TO THE FRENCH REVOLUTION (3 cr.)** Absolutism in age of Louis XIV; Enlightenment and its diffusion; autocracy, aristocracy, and revolution in eighteenth century Europe; Old Regime in France.
- HIST-B 356 FRENCH REVOLUTION AND NAPOLEON (3 cr.)** Crisis of Old Regime, middle-class and popular revolt, from constitutional monarchy to Jacobin commonwealth, the Terror and revolutionary government, expansion of revolution in Europe, rise and fall of Napoleonic empire.
- HIST-B 359 EUROPE FROM NAPOLEON TO FIRST WORLD WAR I (3 cr.)** Covers the legacy of the French Revolution, the rise of industrial society and economy, the Revolutions of 1848, the development of modern political ideologies, and movements of national unification.
- HIST-B 360 EUROPE FROM NAPOLEON TO FIRST WORLD WAR II (3 cr.)** Explores the formation of mass society, including the impact of the department store and the spread of democracy; the causes and consequences of imperialism; the rise of fascist forms of nationalism; working class politics; and the cultural effects of science and technology.
- HIST-B 361 EUROPE IN THE TWENTIETH CENTURY I (3 cr.)** An examination of European political, social, economic, and cultural developments in the first half of the twentieth century. Emphasis is placed on the social effects of the World Wars, the Holocaust, the crisis of liberal democracy, the rise of communism and fascism, and the interactions of Christian Europe with other cultures and societies.
- HIST-B 362 EUROPE IN THE TWENTIETH CENTURY II (3 cr.)** Covers the history of European politics, society, culture, and institutions in the second half of the twentieth century. Major themes are the effects of World War II, the course of the Cold War, the development of the welfare state, mass culture and society, and European integration.
- HIST-B 378 HISTORY OF GERMANY SINCE 1648 II (3 cr.)** Political, economic, and cultural history of German states beginning in 1648; impact of the "Springtime of the Peoples;" struggles between conservatives and liberals; unification; industrialization; imperialism, international friction; internal political conflicts; World War I; Weimar Republic; Hitler regime; divided Germany, Reunification.
- HIST-B 391 THEMES IN WORLD HISTORY (3 cr.)** The shared experience of humankind from earliest times to the present. Topics include the Neolithic "evolution," Eurasian and African cultural exchanges, the era of European reconnaissance, the development of the world economy, "underdevelopment," and contemporary world interrelationships.
- HIST-C 386 GREEK HISTORY (3 cr.)** History of the Greek peoples from early times to the death of Alexander the Great and the beginning of the Hellenistic period.
- HIST-C 388 ROMAN HISTORY (3 cr.)** Development of the history of the Roman people from the legendary origins through the regal period, the Republic, the Early Empire, and the Late Empire, closing with the reign of Justinian (A.D. 527-565).
- HIST-C 391 HISTORY OF THE MEDIEVAL NEAR EAST (3 cr.)** Rise of Islam to the fall of Baghdad to Mongols. Muhammad, prophet and statesman; Islam; Muslim commonwealth of Medina; Orthodox Caliphate; wars of apostasy and unification of Arabia; Islamic conquests; Umayyads; Abbasids; fall of Baghdad, and end of Abbasid Caliphate A.D. 1258.
- HIST-D 300 ISSUES IN RUSSIAN/EAST EUROPEAN HISTORY (3 cr.)** Study and analysis of selected historical issues and problems of limited scope. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours.

- HIST-D 308 THE EMPIRE OF THE TSARS (3 cr.)** Imperial Russia under the last tsars. The revolutionary movement, the everyday life of peasants and workers, relations between the social classes, and major events such as the Decembrist revolt, the Crimean War, emancipation of the serfs, Russo-Japanese War, and Revolution of 1905.
- HIST-D 310 RUSSIAN REVOLUTIONS AND THE SOVIET REGIME (3 cr.)** Russia on eve of World War I; revolutions which have swept Russia; principal developments in government, economy, cultural and social life, and international policy under Communist regime; expansion of Russian and Communist power, particularly since 1945. (Former course number was HIST-D 410.)
- HIST-D 410 RUSSIAN REVOLUTIONS AND THE SOVIET REGIME (3 cr.)** Russia on eve of World War I; revolutions which have swept Russia; principal developments in government, economy, cultural and social life, and international policy under Communist regime; expansion of Russian and Communist power, particularly since 1945. (Course number has changed to HIST-D 310.)
- HIST-F 300 ISSUES IN LATIN AMERICAN HISTORY (3 cr.)** Study and analysis of selected historical issues and problems of limited scope. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours.
- HIST-G 300 ISSUES IN ASIAN HISTORY (3 cr.)** Study and analysis of selected historical issues and problems of limited scope. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours.
- HIST-G 358 EARLY MODERN JAPAN (3 cr.)** R: Previous history course in any field, or previous East Asian studies course related to Japan. Samurai culture, expansion of Buddhism, and sectarian violence. High feudalism, unification, and the Tokugawa settlement after 1600. Encounter with European civilization, closed country. Urbanization, social and cultural change, rise of agrarian prosperity in the Edo period to about 1800. Credit given for only one of HIST-G 358 or HIST-G 468.
- HIST-G 369 MODERN JAPAN (3 cr.)** Western impact and social and intellectual change in late Tokugama Japan from about 1720. The Meiji Restoration. State capitalism and the Japanese development process. Empire, war, defeat, United States occupation and renewal in the twentieth century, social and economic structures, religious systems, gender, science and art, and Korea's interaction with its East Asian neighbors.
- HIST-H 101 THE WORLD IN THE TWENTIETH CENTURY (3 cr.)** Principal world developments in the twentieth century, stressing Latin America, Africa, Asia, and Europe; global and regional problems; political revolutions; social and cultural diversity.
- HIST-H 104 EUROPE FROM NAPOLEON TO THE PRESENT (3 cr.)** Explores the political and cultural legacies of the French Revolution, the transition to industrial society and economy, the spread of democracy, the development of nationalism and imperialism, the causes and consequences of the two world wars, the Holocaust, and the rise and fall of communism and fascism.
- HIST-H 105 AMERICAN HISTORY I (3 cr.)** A general survey of American history from the beginning of English settlement, designed as an introduction to historical study and as preparation for more advanced work in history. Colonization to Reconstruction.
- HIST-H 106 AMERICAN HISTORY II (3 cr.)** A general survey of American history from Reconstruction to the present, designed as an introduction to historical study and as preparation for more advanced work in history. Reconstruction to the present.
- HIST-H 113 WESTERN CULTURE I (3 cr.)** The history of Western civilization up to A.D. 1500. Covers at least three of the following historical periods: Ancient Near East, classical Greece, Hellenistic period, Roman empire, Europe in the early Middle Ages, and Europe in the high Middle Ages.
- HIST-H 114 WESTERN CULTURE II (3 cr.)** The history of Western civilization after A.D. 1300. Covers at least three of the following historical periods: Italian Renaissance, Protestant Reformation, seventeenth century Europe, eighteenth century Enlightenment, nineteenth century Europe, twentieth century Europe.
- HIST-H 201 HISTORY OF RUSSIA I (3 cr.)** Russian society from Kievan state to the Gorbachev era. Emphasis on social, institutional, and cultural developments, as well as growth of political power and the state. Russia to 1861. Not open to students who completed HIST-D 409 or HIST-D 410.
- HIST-H 202 HISTORY OF RUSSIA II (3 cr.)** Russian society from Kievan state to the Gorbachev era. Emphasis on social, institutional, and cultural developments, as well as growth of political power and the state. Russia from 1861 to present. Not open to students who completed HIST-D 409 or HIST-D 410.

- HIST-H 205 ANCIENT CIVILIZATION (3 cr.)** Political, cultural, and economic development of Ancient Near East, Greece, and Rome from Bronze Age to end of Classical period.
- HIST-H 206 MEDIEVAL CIVILIZATION (3 cr.)** European institutions, social and intellectual history from late Roman Empire to the Renaissance: Greco-Roman legacy, Christian institutions, Byzantine and Islamic influences, town revival and trade, rise of universities, emergence of national states and literatures.
- HIST-H 207 MODERN EAST ASIAN CIVILIZATION (3 cr.)** Contrasting patterns of indigenous change and response to Western imperialism in East Asia during the nineteenth and twentieth centuries. China and Japan receive primary consideration; Korea and Vietnam, secondary. Emphasis on the rise of nationalism and other movements directed toward revolutionary change.
- HIST-H 211 LATIN AMERICAN CULTURE AND CIVILIZATION I (3 cr.)** African, Indian, Spanish, Portuguese heritage. Discovery and conquest. Clash of cultures. Spanish empire. Society, culture, economics, politics. Bourbon reform, independence, new republics.
- HIST-H 212 LATIN AMERICAN CULTURE AND CIVILIZATION II (3 cr.)** Cultural and national identities. Diplomacy, dictators, social progress. National cultures, Mexican revolution. Latin America in a world community. Revolution and counter-revolution.
- HIST-H 215 PROSEMINAR IN HISTORY (3 cr.)** Intensive study of selected historical topics or themes, from any time or place. These themes or topics vary from semester to semester. May be repeated twice for credit, with different themes or topics.
- HIST-H 217 THE NATURE OF HISTORY (3 cr.)** An introductory examination of (1) what history is, (2) types of historical interpretation, (3) common problems in history, and (4) the uses of history.
- HIST-H 218 HISTORY OF MOTION PICTURES (3 cr.)** The motion picture from its invention to the present, emphasizing the artistic, social, economic, intellectual, political, and general cultural impact. Also deals with movies as important historical documents.
- HIST-H 219 ORIGINS AND HISTORY OF THE SECOND WORLD WAR (3 cr.)** Nazi and fascist aggression, collective security, appeasement and outbreak of war in Europe. German blitzkrieg, Russian front, North African, Italian and Normandy campaigns, Hitler's racial policies. Japanese-American hostility, Pearl Harbor, island-hopping, the atomic bomb. Roosevelt, Stalin, and Churchill at Teheran, Yalta, and Potsdam. War crimes trials.
- HIST-H 225 SPECIAL TOPICS IN HISTORY (3 cr.)** Study and analysis of selected historical issues and problems of limited scope. Topics vary from semester to semester. May be repeated once for credit.
- HIST-H 226 ORIGINS AND HISTORY OF THE COLD WAR (3 cr.)** Russian relations with the West from 1917 to the present, stressing the wartime alliance, Yalta, Potsdam, Berlin Blockade, Korean War, NATO, Titoism, Suez Crisis, Hungarian and Czech Uprisings, Cuban Missile Crisis, and Vietnam War.
- HIST-H 237 TRADITIONAL EAST ASIAN CIVILIZATION (3 cr.)** A chronological and comparative survey of the traditional civilizations of East Asia through lectures and readings of source materials (in translation) in literature, history, philosophy, and the arts, with emphasis on the interrelationship among the cultures of East Asia from ancient times to the early modern era.
- HIST-H 250 THE HOLOCAUST AND GENOCIDE IN THE MODERN WORLD (3 cr.)** Examines the phenomenon of mass murder and the concept of "genocide" through investigations of the Holocaust and at least two other genocidal events in modern world history. Topics include the role of the nation-state, the history of modern racism and nationalism, and the relationship of war and revolution to genocide.
- HIST-H 260 HISTORY OF WOMEN IN THE UNITED STATES (3 cr.)** Covers American women from 1607 to the present. It focuses on the changes in the lives of American women over the centuries: family, health, education, work, etc. It also shows the significance of women's lives and their contributions to America. May be taken as HIST-H 425 and a research paper is required.
- HIST-H 425 TOPICS IN HISTORY (3 cr.)** Intensive study and analysis of selected historical issues and problems of limited scope. Topics vary but ordinarily cut across fields, regions, and periods. May be repeated once for credit.
- HIST-H 495 INDIVIDUAL READINGS IN HISTORY (1-6 cr.)** Senior level.

- HIST-H 496 INTERNSHIP IN HISTORY (1-6 cr.)** P: At least junior standing and 12 credit hours of related course work. Faculty supervised experience in museum work, historic preservation, historical societies, oral history, or other history-related field work in private and public institutions.
- HIST-H 575 INDIVIDUAL READINGS IN HISTORY (1-5 cr.)** Graduate level.
- HIST-J 495 PROSEMINAR FOR HISTORY MAJORS (3 cr.)** For history and social studies majors (or others with approval of instructor). Selected topics of history. May be taken three times.
- HIST-S 105 AMERICAN HISTORY HONORS SURVEY I (3 cr.)** HIST-S 105 is the honors equivalent of HIST-H 105, and meets all requirements satisfied by HIST-H 105.
- HIST-S 106 AMERICAN HISTORY HONORS SURVEY II (3 cr.)** HIST-S 106 is the honors equivalent of HIST-H 106, and meets all requirements satisfied by HIST-H 106.
- HIST-T 190 LITERARY AND INTELLECTUAL TRADITIONS (3 cr.)** Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused.
- HIST-W 300 ISSUES IN WORLD HISTORY (3 cr.)** Study and analysis of selected historical issues and problems of general import. Topics vary from semester to semester, but are usually broad subjects that cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 9 credit hours.

## **HON: HONORS COURSES**

- HON-H 100 THE FRESHMAN HONORS COLLOQUIUM (2 cr.)** P: Consent of the honors program director. An introduction to the honors program, this course consists of lectures by professors from across the university, a weekend symposium with a noted scholar, and completion of a formal research paper. Taught on a S/F basis, this course is required of all incoming honors students.
- HON-H 399 HONORS INDEPENDENT STUDY (1-3 cr.)** The honors independent study primarily is designed for honors students working on their senior honors project. Deadlines are arranged with the project director. When necessary, meetings are held to discuss the student's work. The remainder of the time is used for the student's research and writing.

## **HPER: HEALTH, PHYSICAL EDUCATION, AND RECREATION**

- HPER-E 100 AEROBICS (1 cr.)** Course is a total fitness class, which emphasizes cardio-respiratory conditioning, flexibility, muscular endurance, and coordination through body movement. S/F graded. I, II
- HPER-E 133 FITNESS AND JOGGING I (1 cr.)** Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardio-respiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program included. Course designed for students without prior experience in jogging programs, aerobics Levels I through III. S/F graded. I, II
- HPER-E 159 RACQUETBALL (1 cr.)** Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games. S/F graded. I, II
- HPER-E 187 WEIGHT TRAINING (1 cr.)** Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. S/F graded. I, II
- HPER-E 190 YOGA I (1 cr.)** Yoga is one of the most effective means of reducing stress, increasing the body's overall tone, strength, and flexibility; and enhances feelings of general well being.
- HPER-E 233 FITNESS AND JOGGING II (1 cr.)** P: Aerobics Level III. A continuation of HPER-E 133. Course designed to take students from aerobics Level III to Level V. S/F graded. I, II
- HPER-E 333 FITNESS AND JOGGING III (1 cr.)** P: HPER-E 233, Level V of aerobics or capability to run two miles in 12 minutes. A continuation of HPER-E 233. Course designed for those students interested in preparing for marathon running. S/F graded. I, II
- HPER-H 160 FIRST AID (3 cr.)** Lecture and demonstration of first-aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poison with skill training in all procedures. I

- HPER-H 617 ALCOHOL AND DRUG EDUCATION (3 cr.)** Contemporary topics in the area of health education are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary and may be repeated for credit. II
- HPER-N 220 NUTRITION FOR HEALTH (3 cr.)** Basic principles of nutrition. Food needs of individuals in different age, cultural, and family settings. I, II, S
- HPER-P 140 FOUNDATIONS OF PHYSICAL EDUCATION (3 cr.)** Introduction to kinesiology as a discipline and physical education as a subdiscipline for students interested in teaching physical education. Historical and philosophical perspectives of the teaching of physical education as a profession.
- HPER-P 216 CURRENT CONCEPTS IN PHYSICAL EDUCATION (3 cr.)** Introduction to physical fitness and the role of exercise in health and wellness. Understanding the concepts, principles, and guidelines for fitness and related activities. Use of physical fitness assessment data to plan and carry out a personal fitness program.
- HPER-P 647 ADVANCED TECHNIQUES IN TEAM AND INDIVIDUAL SPORTS (3 cr.)** Problems in physical education. Specific topics vary and may be repeated for credit.

## **HPSC: HISTORY AND PHILOSOPHY OF SCIENCE**

- HPSC-T 390 LITERARY AND INTELLECTUAL TRADITIONS (3 cr.)** Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused. Attention to primary texts and research materials.
- HPSC-X 100 HUMAN PERSPECTIVES ON SCIENCE (3 cr.)** Selected issues in the history and philosophy of science. Individual sections vary in content and major themes, but all employ case studies to examine the philosophical, cultural, institutional, and social impact of science on our lives. May be repeated once for credit with different topic.
- HPSC-X 200 SCIENTIFIC REASONING (3 cr.)** Principles of scientific reasoning and decision making are presented in a form useful to scientists and nonscientists for evaluating scientific information.
- HPSC-X 201 NATURE OF SCIENTIFIC INQUIRY (3 cr.)** Development of methodological and ethical theory applied to actual cases such as the Galileo controversy, early eugenics research, and the use of behavior modification technology. Emphasis on critical thinking and clear writing.
- HPSC-X 220 HISTORICAL AND PHILOSOPHICAL PERSPECTIVES ON SCIENCE (3 cr.)** General topics and themes in the history and philosophy of science. May be repeated once for credit with a different topic for a maximum of 6 credit hours.
- HPSC-X 303 INTRODUCTION TO THE PHILOSOPHY OF SCIENCE (3 cr.)** P: Course in science or consent of instructor. Problems and concepts of philosophy of science. Role of logic, explanation, prediction, observation, theory, and other concepts involved in understanding the scientific enterprise.
- HPSC-X 336 RELIGION AND SCIENCE (3 cr.)** Topics range from antiquity to the twentieth century and include Galileo and the church; Newtonian science and natural religion; Genesis, geology, and the Darwinian theory of evolution. (May be taken for PHIL-T 390 credit.)

## **INFO: INFORMATICS**

- INFO-I 101 INTRODUCTION TO INFORMATICS (4 cr.)** P: Computer literacy. Emphasis on topics in human-computer interaction and human factors, collaborative technologies and group problem solving, ethics, privacy, and ownership of information and information sources, information representation and the information life cycle, the transformation of data to information, futuristic thinking.
- INFO-I 201 MATHEMATICAL FOUNDATIONS OF INFORMATICS (4 cr.)** P: MATH-M 118. R: INFO-I 101. An introduction to the suite of mathematical and logical tools used in information sciences, including finite mathematics, automata and computability theory, elementary probability and statistics, and basics of classical information theory. Credit given for either INFO-I 201 or CSCI-C 251. (CSCI-C 251 requires Calculus 1 as a prerequisite)

- INFO-I 202 SOCIAL INFORMATICS (3 cr.)** P: INFO-I 101. Introduces the social and behavioral foundations of informatics. Theoretical approaches to how technology is used from psychological and sociotechnical perspectives. Examples of how current and emerging technologies such as games, e-mail, and electronic commerce are affecting daily lives, social relations, work, and leisure time.
- INFO-I 210 INFORMATION INFRASTRUCTURE I (4 cr.)** P: MATH-M 14. Recommended prerequisite or concurrent: INFO-I 101. The software architecture of information systems. Basic concepts of systems and applications programming. Credit not given for both INFO-I 210 and CSCI-C 101.
- INFO-I 211 INFORMATION INFRASTRUCTURE II (4 cr.)** P: INFO-I 210. The systems architecture of distributed applications. Advanced programming, including an introduction to the programming of graphical systems. Credit not given for both INFO-I 211 and CSCI-C 201.
- INFO-I 300 HUMAN-COMPUTER INTERACTION (3 cr.)** P: INFO-I 202, INFO-I 211. The analysis of human factors and the design of computer application interfaces. A survey of current best practice with an eye toward what future technologies will allow.
- INFO-I 303 ORGANIZATIONAL INFORMATICS (3 cr.)** P: INFO-I 211. Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics; functional areas and business processes; information-based products and services; the use of, and redefining role of, information technology; the changing character of work life and organizational practices; socio-technical structures and the rise, and transformation of, information-based industries.
- INFO-I 308 INFORMATION REPRESENTATION (3 cr.)** P: INFO-I 201, INFO-I 211. The basic structure of information representation in social and scientific applications. Representational structures and approaches from many disciplines are introduced: philosophical theories of classification and categorization, information access and representation on the World Wide Web, object-oriented design and relational databases, AI knowledge representation and discovery.
- INFO-I 310 MULTIMEDIA ARTS AND TECHNOLOGY (3 cr.)** P: INFO-I 308. The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice.
- INFO-I 320 DISTRIBUTED SYSTEMS AND COLLABORATIVE COMPUTING (3 cr.)** P: INFO-I 308. An introductory treatment of the distributed systems and programming. Topics range from the distributed and object models of computation to advanced concepts, such as remote method invocations, object brokers, object services, open systems, and future trends for distributed information systems.
- INFO-I 400 TOPICS IN INFORMATICS (1-3 cr.)** P: At least junior standing or permission of instructor. Variable topic. Emphasis is on new developments and research in informatics. Can be repeated twice for credit when topics vary, subject to approval of the informatics director.
- INFO-I 420 INTERNSHIP IN INFORMATICS PROFESSIONAL PRACTICE (3-6 cr.)** P: Approval of informatics director and completion of 100- and 200-level requirements in informatics. Students gain professional work experience in an industry or research organization setting, using skills and knowledge acquired in informatics course work.
- INFO-I 450 DESIGN AND DEVELOPMENT OF AN INFORMATION SYSTEM (3 cr.)** P: INFO-I 308. System design and development present both technical and managerial problems with which students are familiar from their undergraduate course work. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality). Credit not given for both INFO-I 450 and CSCI-C 308.
- INFO-I 451 DESIGN AND DEVELOPMENT OF AN INFORMATION SYSTEM (3 cr.)** P: INFO-I 450. System design and development presents both technical and managerial problems with which students are familiar from their undergraduate course work. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality). Credit not given for both INFO-I 451 and CSCI-C 442.
- INFO-I 460 SENIOR THESIS (3 cr.)** P: Senior standing and approval of the informatics director. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.



**INFO-I 461 SENIOR THESIS (3 cr.)** P: Senior standing and approval of the informatics director. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

**INFO-I 499 READINGS AND RESEARCH IN INFORMATICS (1-3 cr.)** P: Consent of instructor and completion of 100- and 200-level requirements in informatics. Independent readings and research related to a topic of special interest to the student. Written report required.

## **INTL: INTERNATIONAL STUDIES**

**INTL-I 490 INTERNATIONAL STUDIES CAPSTONE SEMINAR (3 cr.)** Interdisciplinary seminar dealing with major issues and problems of the contemporary global situation.

## **JOUR: JOURNALISM**

**JOUR-C 200 INTRODUCTION TO MASS COMMUNICATIONS (3 cr.)** Introduction to mass communications including newspapers, radio, television, magazines, books, and films. Designed for students who intend to enter one of these fields and for those who want a broad overview.

**JOUR-J 200 REPORTING, WRITING, AND EDITING (3 cr.)** P: ENG-W 131 or its equivalent. Working seminar stressing principles of writing for mass media. Emphasis on development of story ideas, information gathering, organization, and effective presentation of material for various news media, print and electronic.

**JOUR-J 210 VISUAL COMMUNICATION (3 cr.)** Theories of visual communication, including human perception, color, and basic principles of design. Application of learned theories to various mediums, including graphic design, photography, television, and movies.

**JOUR-J 290 INTERNSHIP IN JOURNALISM (1-3 cr.)** Available for work on Preface only—see advisor.

**JOUR-J 300 COMMUNICATIONS LAW (3 cr.)** P: JOUR-C 200. History and philosophy of laws pertaining to free press and free speech. Censorship, libel, contempt, obscenity, right of privacy, copyright, government regulations, and business law affecting media operations. Stresses responsibilities and freedoms in a democratic communications system.

**JOUR-J 319 INTRODUCTION TO PUBLIC RELATIONS (3 cr.)** P: JOUR-C 200, JOUR-J 200. Provides an overview of public relations and introduces theory and practice of the field. Topics include the relationship between public relations and marketing, the history and development of public relations, media relations, measurement and assessment methods.

**JOUR-J 321 INTEGRATED MARKETING COMMUNICATIONS (3 cr.)** P: JOUR-J 319. Students are introduced to the creative integration of advertising and public relations as a mass media campaign tool. Topics include the role of integrated communication in marketing and media, an examination of current practice, and the creative process of a campaign, including planning strategies and media characteristics.

**JOUR-J 341 NEWSPAPER REPORTING (3 cr.)** P: JOUR-J 200. Techniques of gathering, analyzing, and writing news and features for newspapers. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

**JOUR-J 351 NEWSPAPER EDITING (3 cr.)** P: JOUR-J 341. Study and practice in using techniques of social science and traditional methods of investigative reporting. Class plans, writes, and edits news stories in depth.

**JOUR-J 360 JOURNALISM SPECIALTIES (3 cr.)** P: JOUR-J 200. Topical course dealing with changing subjects and material from semester to semester. Course may be taken twice for credit.

**JOUR-J 401 DEPTH REPORTING AND EDITING (3 cr.)** P: JOUR-J 351. Study and practice in using techniques of social science and traditional methods of investigative reporting. Class plans, writes, and edits news stories in depth.

**JOUR-J 410 THE MEDIA AS SOCIAL INSTITUTIONS (3 cr.)** P: JOUR-C 200. Examination of the functions and impact of the mass media in society with primary focus on the United States. Discussion of the values of media organizations and the professional and ethical values of journalists. Critical analysis of the relationship of the media and society and the effect of political, economic, and cultural factors on the operation of the media.

- JOUR-J 428 PUBLIC RELATIONS PLANNING AND RESEARCH (3 cr.)** P: SPCH-S 121, JOUR-J 319. Theories and principles relevant to public relations practices in agency, corporate, or nonprofit organizations. Students develop and manage a working public relations plan.
- JOUR-J 429 PUBLIC RELATIONS CAMPAIGNS (3 cr.)** P: SPCH-S 121, JOUR-J 319. Development and execution of a public relations campaign for a nonprofit organization. Public relations theory and in-depth case study analysis.
- JOUR-J 492 MEDIA INTERNSHIP (3 cr.)** P: SPCH-S 205, JOUR-C 200, and two courses from within track. Supervised professional experience in communication media.

## **LBST: LIBERAL STUDIES**

- LBST-D 501 HUMANITIES SEMINAR (3 cr.)** An interdisciplinary graduate seminar in the humanities. Topics vary from semester to semester. May be repeated twice for credit.
- LBST-D 502 SOCIAL SCIENCES SEMINAR (3 cr.)** An interdisciplinary graduate seminar in the social sciences. Topics vary from semester to semester. May be repeated twice for credit.
- LBST-D 503 SCIENCE SEMINAR (3 cr.)** An interdisciplinary graduate seminar in the sciences. Topics vary from semester to semester. May be repeated twice for credit.
- LBST-D 510 INTRODUCTION TO GRADUATE LIBERAL STUDIES (3 cr.)** A comprehensive introduction to graduate liberal studies. Explores the cultures of the humanities, social sciences, and sciences. Investigates interdisciplinary methodologies. Offers strategies for graduate-level reading, research, and writing for other publics.
- LBST-D 511 M.L.S. HUMANITIES ELECTIVE (3 cr.)** P: LBST-D 510. An M.L.S. graduate elective course in the humanities. Topics vary. May be repeated for credit.
- LBST-D 512 M.L.S. SOCIAL SCIENCE ELECTIVE (3 cr.)** P: LBST-D 510. M.L.S. graduate elective course in the social sciences. Topics vary. May be repeated for credit.
- LBST-D 513 M.L.S. SCIENCE ELECTIVE (3 cr.)** P: LBST-D 510. M.L.S. graduate elective course in the sciences. Topics vary. May be repeated for credit.
- LBST-D 514 GRADUATE LIBERAL OVERSEAS STUDY (3-6 cr.)** P: LBST-D 510. This course enables M.L.S. students to participate in overseas studies. In some cases there may be a language prerequisite.
- LBST-D 594 LIBERAL STUDIES DIRECTED READINGS (1-3 cr.)** P: LBST-D 501, LBST-D 502, LBST-D 503, and consent of instructor. Independent study involving systematic schedule of readings sponsored and supervised by a faculty member. May be repeated up to a maximum of 6 credit hours.
- LBST-D 596 LIBERAL STUDIES INDEPENDENT RESEARCH (1-3 cr.)** P: LBST-D 501, LBST-D 502, LBST-D 503, and consent of instructor. An independent research project formulated and conducted in consultation with a faculty member and culminating in a final analytical paper. May be repeated up to a maximum of 6 credit hours.
- LBST-D 600 PUBLIC INTELLECTUAL PRACTICUM (3 cr.)** P: Completion of all M.L.S. course work. A capstone seminar for the M.L.S. public intellectual option. Students study the history of public intellectuals, explore the variety of ways in which public intellectuals carry out their work, and create a portfolio of their own public intellectual work.
- LBST-D 601 M.L.S. PROJECT PROPOSAL SEMINAR (3 cr.)** P: Approval of director. A capstone seminar for the independent research/creative activity option in which students choose a topic or creative activity for their project, complete the initial research to determine its feasibility, write a formal proposal with an extensive bibliography identifying sources and/or resources necessary to complete the project, and defend it before a faculty committee.
- LBST-D 602 GRADUATE PROJECT (3-6 cr.)** P: LBST-D 601. Independent project work conducted in consultation with a faculty director.

**LING: LINGUISTICS (ENGLISH AS A NEW LANGUAGE)**

**LING-L 100 ENGLISH LANGUAGE IMPROVEMENT (4 cr.)** The development of skills for nonnative speakers of English in various aspects of English use, e.g., conversation, grammar, reading, and writing with a focus on improving oral communication skills within the academic context. May be repeated. Credit does not count toward any degree.

**LTAM: LATIN AMERICAN/LATINO STUDIES**

**LTAM-L 400 CONTEMPORARY MEXICO (3 cr.)** P: Junior or senior standing. Seminar. Interdisciplinary survey of the people, politics, economics, society, and culture.

**LTAM-L 425 SPECIAL TOPICS IN LATIN AMERICAN STUDIES (3 cr.)** P: Senior standing. Intensive study and analysis of selected Latin American problems within an interdisciplinary format. Topics vary but ordinarily cut across fields, regions, and periods. May be repeated up to a maximum of 6 credit hours.

**MATH: MATHEMATICS**

**MATH-K 300 STATISTICAL TECHNIQUES FOR HEALTH PROFESSIONS (3 cr.)** P: MATH-M 14 or Level 3 on mathematics placement examination. R: MATH-M 125. Course introduces nursing/health science students to the basic concepts and techniques of data analysis needed in professional health care practice. Measurements, data analysis, and statistics are examined. Differences in types of qualitative data and methods of interpretation are explored. Procedures of estimation and hypothesis testing are also studied. Emphasis is on the application of fundamental concepts to real situations in client care. Credit given for only one of MATH-K 300 and MATH-K 310. I

**MATH-K 310 STATISTICAL TECHNIQUES (3 cr.)** P: MATH-M 115, MATH-M 125, or Level 5 on mathematics placement examination. An introduction to probability and statistics. Elementary probability theory, conditional probability, independence, random variables, discrete probability distributions, binomial, Poisson and hypergeometric distributions, continuous probability distributions, normal and t-distributions, measures of central tendency and dispersion, central limit theorem. Concepts of statistical inference, estimation, hypothesis testing, regression, tolerance, quality control. Special topics discussed may include time series, analysis of variance, nonparametric methods, statistical decision theory, Bayesian inference. Credit given for only one of MATH-K 300 and MATH-K 310. II

**MATH-M 4 INTRODUCTION TO ALGEBRA (3 cr.)** P: Level 1 on the mathematics placement examination. Designed for remediation of advanced arithmetic and beginning algebra skills. Arithmetic of fractions and signed numbers. Beginning equations in one variable. S/F grading. Credit may not be used toward a degree. I, II, S

**MATH-M 14 BASIC ALGEBRA (4 cr.)** P: MATH-M 4 or Level 2 on the mathematics placement examination. Designed to provide algebraic skills needed for future mathematics courses. Algebraic fractions, exponents, linear equations, quadratic equations, inequalities, factoring, elementary graphs. S/F grading. Credit may not be used toward a degree. I, II, S

**MATH-M 107 COLLEGE ALGEBRA (3 cr.)** P: MATH-M 14 or equivalent, or Level 3 on mathematics placement examination. Designed to provide algebraic concepts and skills including sets of real numbers, exponents, complex fractions, linear and quadratic equations, rectangular coordinates, polynomial and rational expressions, complex numbers, and The Fundamental Theorem of Algebra. Does not satisfy liberal arts and sciences general education requirement. I, II, S

**MATH-M 108 QUANTITATIVE REASONING (3 cr.)** P: MATH-M 14 or Level 3 on the mathematics placement examination. Number sense, operations, mathematical relationships, functions, data interpretation, geometry, measurement, reasoning. Emphasis on building conceptual understanding and developing problem-solving skills. Does not satisfy liberal arts and sciences general education requirement. II

**MATH-M 111 MATHEMATICS IN THE WORLD (3 cr.)** P: MATH-M 14 or Level 3 on mathematics placement exam. Conveys spirit of mathematical languages of quantity; students apply concepts from algebra, geometry, management science, probability, and statistics, and use scientific software to analyze real world situations. Satisfies College of Liberal Arts and Sciences language of quantity distribution requirement and general education requirements for bachelor's degrees. MATH-M 111 grade can replace IU South Bend MATH-M 110 grade. I, II, S

P = Prerequisite, R = Recommended, C = Concomitant

I = fall semester, II = spring semester, S = summer session(s)

- MATH-M 115 PRECALCULUS AND TRIGONOMETRY (5 cr.)** P: C– or higher in MATH-M 107 or equivalent, or Level 4 on the mathematics placement examination. Designed to prepare students for higher-numbered mathematics and computer science courses; including calculus, MATH-M 215. Graphing equations in two variables; functions and their graphs; linear, quadratic, polynomial, and rational functions; exponential and logarithmic functions; trigonometric and inverse trigonometric functions. Equivalent to MATH-M 125/MATH-M 126. Credit not given for both MATH-M 115 and MATH-M 125/MATH-M 126. Does not satisfy liberal arts and sciences general education requirement. I, II, S
- MATH-M 118 FINITE MATHEMATICS (3 cr.)** P: MATH-M 14 or equivalent, or Level 3 on the mathematics placement examination. Set theory, linear systems, matrices, probability, linear programming. Applications to problems from business and the social sciences. I, II, S
- MATH-M 119 BRIEF SURVEY OF CALCULUS I (3 cr.)** P: C– or higher in MATH-M 115, or C– or higher in MATH-M 125, or Level 5 on the mathematics placement examination. Introduction to calculus. Primarily for students from business and the social sciences. Credit given for only one of the following: MATH-M 119, MATH-M 208, MATH-M 215. I, II, S
- MATH-M 125 PRECALCULUS MATHEMATICS (3 cr.)** P: C– or higher in MATH-M 107 or equivalent, or Level 4 on the mathematics placement examination. Designed to prepare students for higher-level mathematics and computer science courses including calculus MATH-M 119. Graphing equations in two variables; functions and their graphs; linear, quadratic, polynomial, and rational functions; exponential and logarithmic functions. Does not satisfy the liberal arts and sciences general education requirement. Credit not given for both MATH-M 125 and MATH-M 115. I, II, S
- MATH-M 126 TRIGONOMETRIC FUNCTIONS (2 cr.)** P: C– or higher in MATH-M 125 or Level 5 on the mathematics placement examination. Designed to develop the properties of the trigonometric and inverse trigonometric functions and to prepare for courses in calculus such as MATH-M 215. Credit not given for both MATH-M 126 and MATH-M 115. Does not satisfy liberal arts and sciences general education requirement. I, II, S
- MATH-M 208 TECHNICAL CALCULUS I (3 cr.)** P: C– or higher in MATH-M 115, or C– or higher in both MATH-M 125 and MATH-M 126, or Level 6 on the mathematics placement examination. An introduction to differential and integral calculus for today's technology students. It covers analytic geometry, limits, derivatives, applications of the derivatives, the integrals, and transcendental functions and technical applications. The approach is semi-rigorous with emphasis on the applications of calculus to technology. Credit given for only one of the following: MATH-M 119, MATH-M 208, MATH-M 215. I, II
- MATH-M 209 TECHNICAL CALCULUS II (3 cr.)** P: C– or higher in MATH-M 208, or C– or higher in MATH-M 215. This is the second semester of differential and integral calculus for today's technology students. It covers application of the integral, limit techniques, integration techniques, infinite series, differential equations, and the Laplace transform. The approach is semi-rigorous with emphasis on the applications of calculus to technology. Credit given for only one of the following: MATH-M 209, MATH-M 120, MATH-M 216. I, II
- MATH-M 215 ANALYTIC GEOMETRY AND CALCULUS I (5 cr.)** P: C– or higher in MATH-M 115, or C– or higher in both MATH-M 125 and MATH-M 126 or Level 6 on mathematics placement examination. Functions, limits, continuity, derivative, definite integral, applications, exponential and logarithmic functions. Credit given for only one of the following: MATH-M 119, MATH-M 208, MATH-M 215. I, II, S
- MATH-M 216 ANALYTIC GEOMETRY AND CALCULUS II (5 cr.)** P: C– or higher in MATH-M 211, or C– or higher in MATH-M 215. Definite integral, applications, L'Hospital's Rule, techniques of integration, limits of sequence, infinite series, polar coordinates. Credit given for only one of the following: MATH-M 209, MATH-M 120, MATH-M 216. I, II, S
- MATH-M 260 COMBINATORIAL COUNTING AND PROBABILITY (2 cr.)** P: One of the following; MATH-M 208, MATH-M 215, or MATH-M 211. Permutations, combinations, counting principles, tree diagrams, binomial theorem, statistical experiments, conditional probability, independent events, random variables, probability density, cumulative distribution, expected values, standard deviations, binomial, Poisson, normal distribution, and the central limit theorem. Credit not given for both MATH-M 260 and MATH-M 365. I
- MATH-M 261 STATISTICAL INFERENCES (2 cr.)** P: MATH-M 260. Estimates for population parameters, estimation judged by unbiasedness and mean square error, t-distribution, chi-square distribution, philos-

ophy of hypothesis testing, probabilities in making conclusions after testing, estimation and hypothesis testing, linear least square regression equation for prediction and forecast. Credit not given for both MATH-M 261 and MATH-M 366. II

- MATH-M 301 LINEAR ALGEBRA AND APPLICATIONS (3-4 cr.)** P: MATH-M 208, MATH-M 211, MATH-M 215, or consent of instructor. Systems of linear equations, the vector space  $R^n$ , abstract vector spaces, linear dependence, bases, linear transformations, matrices, eigenvalues and eigenvectors, applications. I, II
- MATH-M 311 CALCULUS III (5 cr.)** P: MATH-M 212, MATH-M 216, or consent of instructor. R: MATH-M 301. Solid analytic geometry, functions of several variables, partial differentiation, multiple integration, vector fields, line and surface integrals, Stokes' and Green's theorems. I
- MATH-M 325 TOPICS COURSE: PROBLEM-SOLVING SEMINAR IN ACTUARIAL SCIENCE (1-3 cr.)** P: MATH-M 215, or consent of instructor. A problem-solving seminar to prepare students for the actuarial examinations. May be repeated up to three times for credit. II
- MATH-M 343 INTRODUCTION TO DIFFERENTIAL EQUATIONS WITH APPLICATIONS I (3 cr.)** P: MATH-M 212 or MATH-M 216. Ordinary differential equations and methods for their solution, including series methods and the Laplace transform. Applications of differential equations. Systems, stability, and numerical methods. Partial differential equations of mathematical physics, Fourier series. I
- MATH-M 344 INTRODUCTION TO DIFFERENTIAL EQUATIONS WITH APPLICATIONS II (3 cr.)** P: MATH-M 311 and MATH-M 343. Partial differential equations of physics, Fourier series, the Fourier method, boundary value problems, Sturm-Liouville problems, Fourier integrals, Bessel functions. II (odd years)
- MATH-M 347 DISCRETE MATHEMATICS (3 cr.)** P: MATH-M 212 or MATH-M 216. Injective and surjective functions; inverse functions; composition; reflexive, symmetric, and transitive relations; equivalence relations; sets including complements, products, and power sets; cardinality; introductory logic including truth tables and quantification; elementary techniques of proof including induction and recursion; counting techniques; graphs and trees; discrete probability. II
- MATH-M 365 INTRODUCTION TO PROBABILITY AND STATISTICS (3-4 cr.)** P: MATH-M 209 or MATH-M 212, or MATH-M 216. Elementary concepts of probability and statistics. Combinatorics, conditional probability, independence, random variables, moments, Chebyshev inequality, law of large numbers, discrete and continuous distributions. Statistical inference, point and interval estimation, tests of hypotheses. Applications to social, behavioral, and natural sciences. Credit not given for MATH-M 365 and MATH-M 463/MATH-M 466. I (even years)
- MATH-M 380 HISTORY OF MATHEMATICS (3 cr.)** P: MATH-M 208, MATH-M 211, or MATH-M 215. The development of mathematics with emphasis on the modern period; role of proof and truth; discovery of non-Euclidian geometry; rigorization of calculus; the rise of algebra; the paradoxes of set theory; logicist, formalist, and intuitionist responses. I (odd years)
- MATH-M 403 INTRODUCTION TO MODERN ALGEBRA I (3 cr.)** P: MATH-M 301 and MATH-M 347. Study of groups, rings, and fields, including subgroups, normal subgroups, factor groups, homomorphisms, isomorphisms, finite abelian groups, and beginning the study of rings; including subrings, ideals, and polynomial rings. In those years when MATH-M 405 is taught rather than MATH-M 404, some topics may be omitted and replaced by others from MATH-M 404 to provide a survey course in modern algebra. I (even years)
- MATH-M 404 INTRODUCTION TO MODERN ALGEBRA II (3 cr.)** P: MATH-M 403 or consent of instructor. Study of groups, rings, and fields. II (not regularly scheduled)
- MATH-M 405 NUMBER THEORY (3 cr.)** P: MATH-M 212 or MATH-M 216. Numbers and their representation, divisibility and factorization, primes and their distribution, number theoretic functions, congruences, primitive roots, diophantine equations, quadratic residues, sums of squares, number theory and analysis, algebraic numbers, irrational and transcendental numbers, coding theory, cryptography, or other selected applications. II (not regularly scheduled)
- MATH-M 409 LINEAR TRANSFORMATIONS (3 cr.)** P: MATH-M 301. The study of linear transformations on a finite dimensional vector space over the complex field. Canonical forms, similarity theory; inner products, dual spaces, and diagonalization of normal transformations.

P = Prerequisite, R = Recommended, C = Concomitant

I = fall semester, II = spring semester, S = summer session(s)

- MATH-M 413 INTRODUCTION TO ANALYSIS I (3 cr.)** P: MATH-M 347 or three courses at or above the 300-level. It is strongly recommended that students who have had little experience writing proofs take MATH-M 347 before taking MATH-M 413. The real numbers, topology of Cartesian spaces, continuity, derivatives, sequences and series of functions, the Riemann-Stieltjes integral. I (not regularly scheduled)
- MATH-M 414 INTRODUCTION TO ANALYSIS II (3 cr.)** P: MATH-M 413. The real numbers, topology of Cartesian spaces, continuity, derivatives, sequences and series of functions, the Riemann-Stieltjes integral. II (not regularly scheduled)
- MATH-M 415 ELEMENTARY COMPLEX VARIABLES WITH APPLICATIONS (3 cr.)** P: MATH-M 311. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, integration, calculus of residues, conformal mappings and applications. II (not regularly scheduled)
- MATH-M 420 METRIC SPACE TOPOLOGY (3 cr.)** P: MATH-M 347. Topology of Euclidean and metric spaces. Limits and continuity. Topological properties of metric spaces, including separation properties, connectedness, and compactness. Complete metric spaces. Elementary general topology.
- MATH-M 435 INTRODUCTION TO DIFFERENTIAL GEOMETRY (3 cr.)** P: MATH-M 301 and MATH-M 311. An introduction to the geometry of curves and surfaces. Topics include arc length, torsion, Frenet formulae, metrics, curvatures, and classical theorems in these areas.
- MATH-M 436 INTRODUCTION TO GEOMETRIES (3 cr.)** P: MATH-M 347. R: MATH-M 403. Non-Euclidean geometry, axiom systems. Plane projective geometry, Desarguesian planes. Perspectives, coordinates in the real projective plane. The group of projective transformations and subgeometries corresponding to subgroups. Models for geometries. Circular transformations.
- MATH-M 447 MATHEMATICAL MODELS AND APPLICATIONS I (3 cr.)** P: MATH-M 301. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers. I (even years)
- MATH-M 448 MATHEMATICAL MODELS AND APPLICATIONS II (3 cr.)** P: MATH-M 447. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.
- MATH-M 451 THE MATHEMATICS OF FINANCE AND INTEREST THEORY (3 cr.)** P: Two courses from the following MATH-M 301, MATH-M 311, MATH-M 343, MATH-M 365, MATH-M 447, MATH-M 463. Interest theory; introduction to theory of options pricing; Black-Scholes theory of options; general topics in finance as the time value of money, rate of return of an investment, cash-flow sequence, utility functions and expected utility maximization, mean variance analysis, optimal portfolio selection, and the capital assets pricing model; topics in measurement of interest. II (odd years)
- MATH-M 463 INTRODUCTION TO PROBABILITY THEORY 1 (3 cr.)** C: MATH-M 311. The meaning of probability. Random experiment, probability models, combinatoric techniques, conditional probability, independence. Random variables, distributions, densities, expectation, moments, transformation of random variables. Important discrete and continuous distributions. Multivariate distributions, correlations. Moment generating functions, laws of large numbers, central limit theorem, normal approximation. I (odd years)
- MATH-M 466 INTRODUCTION TO MATHEMATICAL STATISTICS (3 cr.)** P: MATH-M 463. Theory of sampling distribution, Chebyshev's inequality, convergence in probability. Estimation theory, maximum likelihood estimators, method of moments, goodness of point estimators, confidence intervals. Hypothesis testing, power function, error types, likelihood ratio tests. Non-parametric methods. Regression. Analysis of variance. Sufficient statistics. Bayesian estimation, asymptotic distribution of maximum likelihood estimators. II (even years)
- MATH-M 467 ADVANCED STATISTICAL TECHNIQUES I (3 cr.)** P: MATH-M 466 or consent of instructor. Statistical techniques of wide application, developed from the least-squares approach: fitting of lines and curves to data, multiple regression, analysis of variance of one- and two-way layouts under various models, multiple comparison.
- MATH-M 468 ADVANCED STATISTICAL TECHNIQUES II (3 cr.)** P: MATH-M 466 or consent of instructor. Analysis of discrete data, chi-square tests of goodness of fit and contingency tables, Behrens-Fisher problem, comparison of variances, nonparametric methods, and some of the following topics: introduction to multivariate analysis, discriminant analysis, principal components.

- MATH-M 471 NUMERICAL ANALYSIS I (3 cr.)** P: MATH-M 301, MATH-M 311, CSCI-C 101, or consent of instructor. R: MATH-M 343. Numerical solutions of nonlinear equations; interpolation, including finite difference and splines; approximation, using various Hilbert spaces; numerical differentiation and integration; direct methods for linear systems; iterative techniques in matrix algebra. Knowledge of a programming language such as C, C++, or Fortran is a prerequisite of this course. I (odd years)
- MATH-M 472 NUMERICAL ANALYSIS II (3 cr.)** P: MATH-M 471 and MATH-M 343. Numerical solutions of nonlinear systems; solution of ordinary differential equations: initial-value problems, boundary-value problems; computation of eigenvalues and eigenvectors; introduction of numerical solutions for partial differential equations.
- MATH-M 491 PUTNAM EXAMINATION SEMINAR (1 cr.)** P: MATH-M 211 or MATH-M 215, or consent of instructor or department chair. The Putnam Examination is a national mathematics competition for college undergraduates at all levels of study. It is held in December each year. This problem seminar is designed to help students prepare for the examination. May be repeated twice for credit.
- MATH-M 546 CONTROL THEORY (3 cr.)** P: MATH-M 301, MATH-M 343. This course is an introduction to the analysis of feedback control systems. Topics may include: modeling of physical, biological, and information systems using linear and nonlinear differential equations; state-space description of systems; frequency and time domains; linear dynamic control systems; stability and performance of interconnected systems, including use of block diagrams, Bode plots, Nyquist criterion, and Lyapunov functions; optimal control, bang-bang control; discrete and digital control.
- MATH-M 551 MARKETS AND ASSET PRICING (3 cr.)** P: Two courses from the following: MATH-M 301, MATH-M 311, MATH-M 343, MATH-M 365, MATH-M 447. Interest theory; introduction to theory of options pricing; Black-Scholes theory of options; general topics in finance as the time value of money, rate of return of an investment, cash-flow sequence, utility functions and expected utility maximization, mean variance analysis, optimal portfolio selection, and the capital assets pricing model; topics in measurement of interest.
- MATH-M 560 APPLIED STOCHASTIC PROCESSES (3 cr.)** P: MATH-M 301, MATH-M 463 or MATH-M 365, or consent of instructor. Simple random walk as approximation of Brownian motion. Discrete-time Markov chains. Continuous-time Markov chains; Poisson, compound Poisson, and birth-and-death chains; Kolmogorov's backward and forward equations; steady state. Diffusions as limits of birth-and-death processes. Examples drawn from diverse fields of application.
- MATH-M 562 STATISTICAL DESIGN OF EXPERIMENTS (3 cr.)** P: MATH-M 365, MATH-M 466, or consent of instructor. Latin square, incomplete blocks, and nested designs. Design and analysis of factorial experiments with crossing and nesting of factors, under fixed, random, and mixed effects models, in the balanced case. Blocking and fractionation of experiments with many factors at two levels. Exploration of response surfaces.
- MATH-M 565 ANALYSIS OF VARIANCE (3 cr.)** P: MATH-M 466 and some matrix algebra. General linear hypothesis. Least squares estimation. Confidence regions. Multiple comparisons. Analysis of complete layouts. Effects of departures from underlying assumptions. Analysis of covariance.
- MATH-M 569 STATISTICAL DECISION THEORY (3 cr.)** Foundation of statistical analysis; Bayesian and decision theoretic formulation of problems; construction of utility functions and quantifications of prior information; methods of Bayesian decision and inference, with applications; empirical Bayes; combination of evidence; game theory and minimax rules; Bayesian design and sequential analysis. Comparison of statistical paradigms.
- MATH-M 571 ANALYSIS OF NUMERICAL METHODS I (3 cr.)** P: CSCI-C 101, MATH-M 301, MATH-M 311, or consent of instructor. R: MATH-M 343. Solution of systems of linear equations, elimination and iterative methods, error analyses, eigenvalue problems; numerical methods for integral equations and ordinary differential equations; finite difference, finite element, and Galerkin methods for partial differential equations; stability of methods.
- MATH-M 572 ANALYSIS OF NUMERICAL METHODS II (3 cr.)** P: MATH-M 343, MATH-M 571. Solution of systems of linear equations, elimination and iterative methods, error analyses, eigenvalue problems; numerical methods for integral equations and ordinary differential equations; finite difference, finite element, and Galerkin methods for partial differential equations; stability of methods.

- MATH-M 575 SIMULATION MODELING (3 cr.)** P: MATH-M 209 or MATH-M 216; MATH-M 365, MATH-M 463, or CSCI-C 455; CSCI-C 101. The statistics needed to analyze simulated data; examples such as multiple server queuing methods, inventory control, and exercising stock options; variance reduction variables and their relation to regression analysis. Monte Carlo method, Markov chain, and the alias method for generating discrete random variables.
- MATH-M 576 FORECASTING (3 cr.)** P: MATH-M 301, MATH-M 365, or MATH-M 466. Forecasting systems, regression models, stochastic forecasting, time series, smoothing approach to prediction, model selection, seasonal adjustment, Markov chains, Markov decision processes, and decision analysis.
- MATH-M 577 OPERATIONS RESEARCH: MODELING APPROACH (3 cr.)** P: MATH-M 209, MATH-M 212, MATH-M 216, or MATH-M 301, . Mathematical methods of operations research used in the biological, social, management sciences. Topics include modeling, linear programming, the simplex method, duality theory, sensitivity analysis, and network analysis. Credit not given for both MATH-M 577 and MATH-M 447.
- MATH-T 101 MATHEMATICS FOR ELEMENTARY TEACHERS I (3 cr.)** P: MATH-M 14 or equivalent, or Level 3 on mathematics placement examination. The foundations of arithmetic, including elements of set theory, numeration systems, operations, fractions and elementary number theory. Emphasis is on explaining, illustrating, and communicating mathematical ideas. Does not satisfy liberal arts and sciences general education requirement. I, II, S
- MATH-T 102 MATHEMATICS FOR ELEMENTARY TEACHERS II (3 cr.)** P: C or higher in MATH-T 101. Integers, rational and real numbers, equations, and inequalities, functions and graphs, measurement concept problem-solving elementary combinatorics, probability, and statistics. Emphasis is on applying problem-solving strategies in a variety of mathematical situations. Does not satisfy liberal arts and sciences general education requirement. I, II, S
- MATH-T 103 MATHEMATICS FOR ELEMENTARY TEACHERS III (3 cr.)** P: C or higher in MATH-T 101. Topics include analysis and measurement of two- and three-dimensional figures; congruent and similar triangles, compass and straight-edge constructions. Emphasis is on the transition from visual and informal reasoning to formal reasoning about geometric objects and relationships. Does not satisfy liberal arts and sciences general education requirement. I, II, S
- MATH-T 201 PROBLEM SOLVING (3 cr.)** P: Either C or higher in MATH-T 102 and MATH-T 103; or MATH-M 118 and MATH-M 125; or consent of instructor. Provides experiences in mathematical problem solving for future teachers of mathematics, and for others interested in mathematical thinking. Exploration and development of the general processes of mathematical thinking, including monitoring and reflection, conjecturing, justifying and convincing.
- MATH-T 336 TOPICS IN EUCLIDEAN GEOMETRY (3 cr.)** P: MATH-M 301. Rigorous treatment of high school geometry topics, some advanced theorems and constructions, impossible constructions; transformations, dissection theory, projective geometry; formalization and non-Euclidean geometry. II (even years)
- MATH-T 436 SECONDARY MATHEMATICS FOR TEACHERS: AN ADVANCED PERSPECTIVE (3 cr.)** P: MATH-M 216 and one 300-level mathematics course, or permission of the instructor. Emphasizes developing a deeper understanding of secondary mathematics by examining its fundamental ideas from an advanced perspective. Topics selected from real and complex number systems, functions, equations, integers, polynomials, congruence, distance and similarity, area and volume, and trigonometry.
- MATH-T 490 TOPICS FOR ELEMENTARY TEACHERS (3 cr.)** P: MATH-T 103. Development and study of a body of mathematics specifically designed for experienced elementary teachers. Examples include probability, statistics, geometry, and algebra. Open only to graduate elementary teachers.
- MATH-Y 790 GRADUATE INDEPENDENT STUDY-THESIS (1-3 cr.)** Graduate independent study.

## **MICR: MICROBIOLOGY**

*(See ANAT, BIOL, PHSL, and PLSC for additional biological sciences courses.)*

- MICR-M 250 MICROBIAL CELL BIOLOGY (3 cr.)** P: College-level chemistry, CHEM-C 101, or CHEM-C 102. Introduction to microorganisms: cytology, nutrition, reproduction, and physiology. Importance of microorganisms in infectious disease. Host defense mechanisms against disease. Credit not allowed toward a biology major. I, II, S



- MICR-M 255 MICROBIOLOGY LABORATORY (2 cr.)** P: CHEM-C 102; P or concurrent: MICR-M 250. Exercises in the principles and techniques of microscopy, cultivation, identification and detection of microorganisms. Credit not allowed toward a biology major. I, II, S
- MICR-M 310 MICROBIOLOGY (3 cr.)** P: BIOL-L 101, BIOL-L 102, BIOL-L 211, CHEM-C 341. Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. II
- MICR-M 315 MICROBIOLOGY LABORATORY (2 cr.)** P or concurrent: MICR-M 310. Exercises and demonstrations in principles and techniques of cultivation and utilization of microorganisms. II

## **MUS: MUSIC**

- MUS-A 101 INTRODUCTION TO AUDIO TECHNOLOGY (3 cr.)** Introduction to the equipment and techniques employed in audio recording and sound reinforcement.
- MUS-A 190 ART, AESTHETICS, AND CREATIVITY (3 cr.)** Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process, students explore relationships to other individuals and cultures, and review the implications of their learning for their personal, academic, and professional pursuits. I, II, S
- MUS-C 401 CHURCH MUSIC I (3 cr.)** Basic keyboard skills, four-part harmonization of melodies and given basses, improvisation of simple chord progressions in four-part style, basic modulation, transposition of four-part materials (hymns).
- MUS-C 402 CHURCH MUSIC II (3 cr.)** P: MUS-C 401 or special examination. Further development of keyboard skills, reading of figured bass, score reading, advanced transposition. Satisfactory completion of MUS-C 401 and MUS-C 402 ordinarily completes the keyboard proficiency requirement for organists.
- MUS-E 457 INSTRUMENTAL PEDAGOGY (1-3 cr.)** Pedagogy classes pertaining to the individual instruments.
- MUS-E 490 PSYCHOLOGY OF MUSIC TEACHING (3 cr.)** For all undergraduate applied music majors. Principles of the psychology of music, growth and development, learning; implications for teaching music.
- MUS-E 493 PIANO PEDAGOGY (2 cr.)** Required of senior piano majors. Methods and materials for teaching individuals and classes of both children and adults. Two hours of demonstration and two hours of teaching each week.
- MUS-E 494 VOCAL PEDAGOGY (3 cr.)** Principles of voice production. Quality, diction, range, breathing, vocalization, dynamics, agility, and vocal hygiene as bases for an approach to voice teaching.
- MUS-E 495 SUPERVISED PRACTICE TEACHING I (Keyboard, orchestral instruments, or voice) (1-2 cr.)** P: MUS-E 493, MUS-E 494, or consent of instructor. Supervised studio teaching of a specific instrument or voice, fitting the competence of the student. Enrollees are critiqued as they teach students assigned to them.
- MUS-E 496 SUPERVISED PRACTICE TEACHING II (Keyboard, orchestral instruments, or voice) (1-2 cr.)** Continuation of MUS-E 495.
- MUS-E 497 SUPERVISED PRACTICE TEACHING III (Keyboard, orchestral instruments, or voice) (1-2 cr.)** Continuation of MUS-E 496.
- MUS-E 517 SOCIOLOGY OF MUSIC (3 cr.)** Investigation of a problem or project, chosen by the student, with solutions related to practical use in a teaching situation.
- MUS-E 519 PSYCHOLOGY OF MUSIC (3 cr.)** Functions of the musical mind; factors in the development of musical skills and maturity.
- MUS-E 545 GUIDED PROFESSIONAL EXPERIENCE (3-6 cr.)** P: Consent of instructor. Further development of professional skills in teaching, supervision, and administration by means of laboratory techniques and use of music facilities and resources. Evidence of ability to carry on independent work required.
- MUS-E 559 INSTRUMENTAL PEDAGOGY (2 cr.)** For teaching of instrumental music with an emphasis on music methods, books for band and orchestra.

- MUS-E 594 VOCAL PEDAGOGY (3 cr.)** For teachers of voice, supervisors of school music, choir, and choral directors. Processes in voice production: respiration, phonation, articulation, resonance. Psychological, physiological, and acoustical problems. Voice classification, quality, diction registration, breath support, breath control.
- MUS-F 261 STRING CLASS TECHNIQUES (2 cr.)** Elements of playing and teaching the string instruments. Techniques of string class teaching.
- MUS-F 281 BRASS INSTRUMENT TECHNIQUES (2 cr.)** Class instruction and teaching methods for trumpet, French horn, trombone, and tuba.
- MUS-F 301 ACCOMPANYING RECITAL (1 cr.)** Rehearsal and performance as accompanist for a required public performance of a full undergraduate or graduate recital.
- MUS-F 337 WOODWIND TECHNIQUES (2 cr.)** Class instruction and teaching methods for flute, oboe, clarinet, saxophone, and bassoon.
- MUS-F 338 PERCUSSION TECHNIQUES (2 cr.)** Timpani, snare drum, xylophone, bass drum, cymbals, Afro-Indo-Latin and jazz drums, etc. Laboratory class with emphasis on teaching techniques.
- MUS-G 370 TECHNIQUES FOR CONDUCTING (2 cr.)** P: MUS-T 114/MUS-T 116. Fundamentals of score reading and baton technique. I
- MUS-G 380 ADVANCED CONDUCTING (2 cr.)** P: MUS-G 370. Continuation of MUS-G 370. II
- MUS-G 560 GRADUATE CHORAL CONDUCTING (3 cr.)** For graduate students majoring and minoring in fields other than choral conducting; emphasis on literature suitable for secondary schools and community groups. Admission by examination.
- MUS-G 561 MASTER'S CHORAL CONDUCTING I (3 cr.)** Study of the art and techniques of choral conducting as related to a study of the score. Major works from the choral and choral-orchestral literature are conducted.
- MUS-G 562 MASTER'S CHORAL CONDUCTING II (3 cr.)** P: MUS-G 561. Continuing study of the art and techniques of choral conducting as related to a study of the score. Major works from the choral and choral-orchestral literature are conducted.
- MUS-G 571 ADVANCED INSTRUMENTAL CONDUCTING I (3 cr.)** P: Consent of instructor. Baton technique and critical examination of scores; rehearsal and interpretive problems.
- MUS-G 572 ADVANCED INSTRUMENTAL CONDUCTING II (3 cr.)** P: Consent of instructor. Baton technique and critical examination of scores; rehearsal and interpretive problems.
- MUS-G 810 CHORAL CONDUCTING PERFORMANCE (3 cr.)** Preparation and conducting of choral program.
- MUS-K 110 APPLIED COMPOSITION, ELECTIVE LEVEL (2 cr.)** P: Consent of instructor. Composition for non-music majors.
- MUS-K 210 APPLIED COMPOSITION (secondary) (2 cr.)** P: Consent of instructor. Composition for music students majoring in areas other than composition, and for composition majors prior to the applied music upper-divisional examination.
- MUS-K 312 ARRANGING FOR INSTRUMENTAL AND VOCAL GROUPS (2-3 cr.)** P: MUS-T 214 or equivalent. Scoring for orchestra, band, and chorus. Required of all music education majors.
- MUS-K 402 SENIOR RECITAL IN COMPOSITION (1 cr.)** Students present a half-recital of their own compositions; they participate in this half-recital as a performer and/or conductor. Students also deposit in the library copies of four of their compositions, written while in residence and working toward a degree. Two of these compositions should be performed publicly.
- MUS-K 403 ELECTRONIC STUDIO RESOURCES I (3 cr.)** (I) P: Consent of instructor. Study of analog synthesis and tape music composition.
- MUS-K 404 ELECTRONIC STUDIO RESOURCES II (3 cr.)** (I) P: MUS-K 403. Introduction to computer-based sequencing, arranging, and composition.
- MUS-K 405 ELECTRONIC INSTRUMENT PERFORMANCE (3 cr.)** P: MUS-K 404. Directed study of live performance using computer-based instruments.

- MUS-K 406** **PROJECTS IN ELECTRONIC MUSIC (1-3 cr.)** P: MUS-K 404. Independent study in computer music. May be repeated for credit.
- MUS-K 410** **APPLIED COMPOSITION (major) (4 cr.)** P: Consent of instructor and successful completion of the applied music upper-divisional examination. Composition for the major.
- MUS-K 505** **PROJECTS IN ELECTRONIC MUSIC I (3 cr.)** P: Consent of instructor. Theory and practice of digital sound synthesis.
- MUS-K 710** **GRADUATE COMPOSITION ELECTIVE (2-4 cr.)** P: Consent of instructor. I, II
- MUS-K 810** **GRADUATE COMPOSITION MINOR (2-4 cr.)** P: Consent of instructor. I, II
- MUS-K 910** **GRADUATE COMPOSITION MAJOR (2-4 cr.)** P: Consent of instructor. I, II.
- MUS-L 101** **BEGINNING GUITAR CLASS I (2 cr.)** Group instruction in guitar fundamentals for those with little or no previous formal instruction in classical guitar.
- MUS-L 102** **INTERMEDIATE GUITAR CLASS (2 cr.)** P: MUS-L 101 or consent of instructor. Continuation of MUS-L 101.
- MUS-M 174** **MUSIC FOR THE LISTENER I (3 cr.)** For non-music majors only. How to listen to music; art of music and its materials; instruments and musical forms.
- MUS-M 176** **AUDITORIUM SERIES I (2 cr.)** Attendance at local cultural events, as specified by arts faculty. These classes may not be taken concurrently with any other course requiring cultural event attendance. It may be necessary for the student to purchase tickets to some of the required events. For non-music majors only. Two credit hours regular semester; one credit hour in summer session.
- MUS-M 177** **AUDITORIUM SERIES II (2 cr.)** Attendance at local cultural events as specified by arts faculty. These classes may not be taken concurrently with any other course requiring cultural event attendance. It may be necessary for the student to purchase tickets to some of the required events. For non-music majors only. Two credit hours regular semester; one credit hour in summer session.
- MUS-M 201** **THE LITERATURE OF MUSIC 1 (3 cr.)** P: MUS-M 111 or consent of instructor. Music in European culture from Antiquity to 1680.
- MUS-M 202** **THE LITERATURE OF MUSIC 2 (3 cr.)** P: MUS-M 201. Survey of music in European culture from 1680 to 1830.
- MUS-M 276** **EXPERIENCE WITH MUSIC IN CONCERT I (0-2 cr.)** P: MUS-M 176 or MUS-M 177. For non-music majors only. Intended for those whose experience with music is limited, this course combines study of selected repertoire with guided concert attendance. Discussions with concert artists before performances. May be taken for credit or noncredit.
- MUS-M 375** **SURVEY OF ETHNIC AND POP MUSIC OF THE WORLD (3 cr.)** Study of a wide variety of musical styles from ethnic and pop music. II (odd years)
- MUS-M 400** **UNDERGRADUATE READINGS IN MUSICOLOGY (2 cr.)** Readings tailored to the specific music discipline of the individual student.
- MUS-M 403** **HISTORY OF MUSIC I (3 cr.)** P: MUS-M 202 or consent of instructor. Survey of music in European and American culture from 1815-1945.
- MUS-M 410** **COMPOSER OR GENRE (3 cr.)** Life and works of representative composers in historical context or survey of a major musical genre and its historical evolution. Emphasis on stylistic development in the music literature studied.
- MUS-M 430** **INTRODUCTION TO CONTEMPORARY MUSIC (3 cr.)** Study of important music of the twentieth century, with emphasis on works since 1945. II (even years)
- MUS-M 431** **SONG LITERATURE I (3 cr.)** Basic repertoire of old Italian arias, German Lieder, and representative songs by French, English, and American composers. Emphasis on technical problems rather than subtle interpretive effects.
- MUS-M 432** **SONG LITERATURE II (3 cr.)** Basic repertoire of old Italian arias, German Lieder, and representative songs by French, English, and American composers. Emphasis on technical problems rather than subtle interpretive effects.

- MUS-M 434 SURVEY OF GUITAR LITERATURE (2 cr.)** P: Junior standing or consent of instructor. History of literature for the lute, vihuela, and guitar from the Renaissance to the present, including transcriptions from other instruments.
- MUS-M 443 SURVEY OF KEYBOARD LITERATURE I (2 cr.)** P: Junior standing or consent of instructor. Study of keyboard literature from its beginnings to the present era, including a survey of works originally composed for piano, organ, harpsichord, and various early instruments.
- MUS-M 444 SURVEY OF KEYBOARD LITERATURE II (2 cr.)** P: Junior standing or consent of instructor. Study of keyboard literature from its beginnings to the present era, including a survey of works originally composed for piano, organ, harpsichord, and various early instruments.
- MUS-M 510 TOPICS IN MUSIC LITERATURE (3 cr.)** Inquiry into selected aspects of music literature and history related to specific repertoires, genres, styles, performance practices/traditions, historiography, or criticism. Research project required. May be repeated for different topics only.
- MUS-M 527 SYMPHONIC LITERATURE (3 cr.)** Orchestral music of the eighteenth and nineteenth centuries.
- MUS-M 528 CHAMBER MUSIC LITERATURE (3 cr.)** Emphasis on eighteenth and nineteenth centuries.
- MUS-M 529 SCORE STUDY (3 cr.)** An introduction to the study of scores of selected choral, orchestral, and other works, emphasizing historical and structural viewpoints and application to performance.
- MUS-M 530 CONTEMPORARY MUSIC (3 cr.)** Trends in European and American music, with emphasis on music since 1945.
- MUS-M 531 SONG LITERATURE III (3 cr.)** P: Diction and elementary grammar in French or German; vocal training equal to Bachelor of Music Education senior. Application of techniques of song study, interpretation, and program building to song literature of Germany, France, Italy, England, America, and other national areas.
- MUS-M 532 SONG LITERATURE IV (3 cr.)** P: Diction and elementary grammar in French or German; vocal training equal to Bachelor of Music Education. Application of techniques of song study, interpretation, and program building to song literature of Germany, France, Italy, England, America, and other national areas.
- MUS-M 541 MUSIC HISTORY REVIEW FOR GRADUATE STUDENTS I (3 cr.)** Designed to satisfy deficiencies indicated by the graduate entrance examination in music history and literature before 1750.
- MUS-M 542 MUSIC HISTORY REVIEW FOR GRADUATE STUDENTS II (3 cr.)** Designed to satisfy deficiencies indicated by the graduate entrance examination in music history and literature since 1750.
- MUS-M 543 KEYBOARD LITERATURE FROM 1700 TO 1850 (3 cr.)** Literature for stringed keyboard instruments from age of Bach and his contemporaries through early Romantics. Historical, stylistic, formal, and aesthetic features.
- MUS-M 544 PIANO LITERATURE FROM 1850 TO THE PRESENT (3 cr.)** Historical, stylistic, formal, and aesthetic features.
- MUS-M 557 INTERDISCIPLINARY STUDY IN MUSICOLOGY (3 cr.)** P: Consent of instructor. Offered concurrently for music graduate students when the school teaches LBST-D 501 Humanities Seminar.
- MUS-M 566 ETHNIC MUSIC SURVEY (3 cr.)** P: Consent of instructor. Offered odd-numbered years. II
- MUS-P 101 PIANO CLASS I (2 cr.)** Group instruction in piano fundamentals for elective and secondary students. Emphasis on elementary keyboard harmony, scales, arpeggios, transposition, and easier literature.
- MUS-P 102 PIANO CLASS II (2 cr.)** Group instruction in piano fundamentals for elective and secondary students. Emphasis on elementary keyboard harmony, scales, arpeggios, transposition, and easier literature.
- MUS-P 103 PIANO CLASS III (2 cr.)** P: MUS-P 101, MUS-P 102 or previous piano experience. Continuation of MUS-P 101/MUS-P 102. The four semesters MUS-P 101/MUS-P 102/MUS-P 103/MUS-P 104 are designed to prepare students to pass the piano proficiency examination.
- MUS-P 104 PIANO CLASS IV (2 cr.)** P: MUS-P 101, MUS-P 102 or previous piano experience. Continuation of MUS-P 101/MUS-P 102. The four semesters MUS-P 101/MUS-P 102/MUS-P 103/MUS-P 104 are designed to prepare students to pass the piano proficiency examination.

- MUS-P 105** **KEYBOARD PROFICIENCY (0-1 cr.)** The keyboard proficiency examination tests the student's ability to use the piano as a tool within the framework of professional activities. Students who intend to attempt the examination in a given semester enroll that semester in the noncredit course number MUS-P 105. The successful completion of the examination confers the grade of S; the completion of only part of the examination, or failure to pass any part of the examination, results in the grade of I. The refusal to attempt the examination results in the grade of F. Once students have passed part of the examination, they are required to attempt it in each succeeding semester until all is passed. However, they need not reenroll each semester.
- MUS-R 471** **OPERA WORKSHOP (3 cr.)** Technical and performing aspects of the production of light and grand opera as they pertain to singing actors and ensembles.
- MUS-T 109** **RUDIMENTS OF MUSIC (3 cr.)** Fundamentals of music notation and basic music theory. For music majors. I
- MUS-T 113** **MUSIC THEORY I (3 cr.)** Elements which make music aurally and visually comprehensible and their application. I
- MUS-T 114** **MUSIC THEORY II (3 cr.)** P: MUS-T 113. Continuation of MUS-T 113. Elements which make music aurally and visually comprehensible and their application. II
- MUS-T 115** **SIGHT-SINGING AND AURAL PERCEPTION I (1 cr.)** To be taken by music majors concurrently with MUS-T 113. Intensive training in keyboard facility and sight-singing. Application of material introduced in MUS-T 113, MUS-T 114.
- MUS-T 116** **SIGHT-SINGING AND AURAL PERCEPTION II (1 cr.)** To be taken by music majors concurrently with MUS-T 114. Intensive training in keyboard facility and sight-singing. Application of material introduced in MUS-T 113, MUS-T 114.
- MUS-T 120** **COMPUTER SKILLS FOR MUSICIANS (2 cr.)** Exploration of the techniques necessary for the use of the computer in generating musical compositions. For music majors.
- MUS-T 190** **LITERARY AND INTELLECTUAL TRADITIONS (3 cr.)** Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused.
- MUS-T 213** **MUSIC THEORY III (3 cr.)** P: MUS-T 113, MUS-T 114. Continuation of MUS-T 113, MUS-T 114. Further emphasis on development of aural and visual perception of eighteenth, nineteenth, and twentieth century style through analysis and written work. I (odd years)
- MUS-T 214** **MUSIC THEORY IV (3 cr.)** P: MUS-T 213. Further emphasis on development of aural and visual perception of eighteenth, nineteenth, and twentieth century style through analysis and written work. II (even years)
- MUS-T 215** **SIGHT-SINGING AND AURAL PERCEPTION III (1 cr.)** To be taken concurrently with MUS-T 213. Intensive training in keyboard facility and sight-singing. Application of material introduced in MUS-T 213, MUS-T 214. I (odd years)
- MUS-T 216** **SIGHT-SINGING AND AURAL PERCEPTION IV (1 cr.)** To be taken concurrently with MUS-T 214. Intensive training in keyboard facility and sight-singing. Application of material introduced in MUS-T 213, MUS-T 214. II (even years)
- MUS-T 315** **ANALYSIS OF MUSICAL FORM (3 cr.)** P: MUS-T 114, MUS-T 116. Analysis of representative works of the sixteenth to the twentieth centuries. I (even years)
- MUS-T 400** **UNDERGRADUATE READINGS IN THEORY (cr. arr.)**
- MUS-T 508** **WRITTEN THEORY REVIEW FOR GRADUATE STUDENTS (3 cr.)** Designed to satisfy deficiencies indicated by graduate theory entrance examination. I
- MUS-T 545** **ANALYSIS OF MUSIC LITERATURE (3 cr.)** Detailed examination of representative works from a wide variety of musical eras.
- MUS-U 121** **FUNDAMENTALS OF DICTION FOR SINGERS (2 cr.)** Comparative diction in English, French, German, and Italian, approached through the International Phonetic Alphabet.
- MUS-U 122** **ADVANCED DICTION FOR SINGERS (2 cr.)** Continuation of MUS-U 121.

- MUS-U 310 PERFORMANCE LABORATORY (0 cr.)** Performance experience for applied music majors and concentrations enrolled in studio courses. Each student performs several times per semester, receiving commentary from faculty and students.
- MUS-U 320 SEMINAR (1-3 cr.)** Variable title. Special topics of study in music and related subjects.
- MUS-U 396 INTRODUCTION TO MIDI AND COMPUTER MUSIC (3 cr.)** P: Modest working knowledge of personal computers. Course designed to teach the basics of the MIDI (Musical Instrument Digital Interface) system, its software and hardware. Includes MIDI sequencing, digital sampling, principles of digital synthesis, digital audio editing.
- MUS-V 201 VOICE CLASS I (2 cr.)** Group instruction in vocal fundamentals for elective and secondary students.
- MUS-V 202 VOICE CLASS II (2 cr.)** Group instruction in vocal fundamentals for elective and secondary students.
- MUS-V 211 SINGING FOR ACTORS I (2 cr.)** The course teaches basic voice production to theatre majors to strengthen the speaking voice and develop singing ability for more effective participation in musicals. Some easier songs from musicals are studied.
- MUS-V 212 SINGING FOR ACTORS II (2 cr.)** The course teaches basic voice production to theatre majors to strengthen the speaking voice and develop singing ability for more effective participation in musicals. Some easier songs from musicals are studied.
- MUS-X 002 PIANO ACCOMPANYING (2 cr.)** Qualified graduate and undergraduate students may be assigned to studio accompanying for a specified number of hours per week in lieu of ensemble. Admission by consent of the academic advisor.
- MUS-X 003 GRADUATE MUSIC ENSEMBLE (0 cr.)** Graduate students enroll in MUS-X 003 for the number of semesters required to fulfill their ensemble requirements.
- MUS-X 040 UNIVERSITY INSTRUMENTAL ENSEMBLES (2 cr.)** P: Previous private study or ensemble experience. The IUSB Philharmonic: membership on credit or noncredit basis. The IUSB Symphonic Wind Ensemble: membership on credit or noncredit basis.
- MUS-X 070 UNIVERSITY CHORAL ENSEMBLES (2 cr.)** P: Audition. The South Bend Symphonic Choir: performances each year of major choral literature, including a concert with the South Bend Symphony Orchestra. Participation in operatic productions.
- MUS-X 350 JAZZ ENSEMBLE (1 cr.)** P: Audition. Study of playing techniques and contemporary popular musical styles and literature.
- MUS-X 420 SMALL ENSEMBLE (1 cr.)** P: Consent of instructor.
- MUS-X 423 CHAMBER MUSIC (1 cr.)** P: Consent of instructor. Performance and analysis of selected chamber works for keyboard, strings, and winds. Faculty coaching.
- MUS-X 430 ELECTRONIC MUSIC ENSEMBLE (1 cr.)** P: Consent of instructor.
- MUS-Z 301 HONORS STUDY IN MUSIC HISTORY (cr. arr.)** Independent study with a member of the faculty.
- MUS-Z 302 HONORS STUDY IN MUSIC HISTORY (cr. arr.)** Independent study with a member of the faculty.
- MUS-HZ 400 HONORS SENIOR RESEARCH PROJECT (1 cr.)** Independent research on a topic accepted and sponsored by a representative of the music faculty, documented in writing and defended orally by the candidate during his senior year.
- MUS-\_\_\_\_\_ APPLIED MUSIC COURSES (see chart on next page)**

## APPLIED MUSIC COURSES

For all music courses, letter prefixes indicate subject fields as follows:

B–Brass, C–Church Music, D–Percussion, E–Music Education, F–Techniques, G–Conducting, H–Harp, J–Ballet, K–Composition and Electronic Music, L–Guitar, M–Music History, P–Piano, Q–Organ, R–Opera, S–Strings, T–Theory, U–Unclassified (piano tuning, language, etc.), V–Voice, W–Woodwinds, X–Ensembles, Y–Historical Instruments, Z–Honors

In applied music (see chart), the letter and second digit indicate the instrument (except in piano, organ, guitar, percussion, harpsichord, harp, ballet, and voice), according to the class and position in orchestral scores. Brass: B1, French horn; B2, trumpet; B3, trombone; B4, baritone; B5, tuba. Strings: S1, violin; S2, viola; S3, cello; S4, string bass. Woodwinds: W1, flute and piccolo; W2, oboe and English horn; W3, clarinet; W4, bassoon; W5, saxophone. Historical Instruments: Y1, recorder; Y3, Renaissance-Baroque double reeds; Y6, lute; and Y8, viola da gamba.

The first digit indicates the function in the student's curriculum: 1, elective; 2, secondary; 3, concentration; 4, major; 5, advanced instrumental techniques; 6, graduate recital; 7, graduate elective (except P701); 8, graduate concentration; 9, graduate major. For example: MUS B110 French Horn, undergraduate elective; MUS D200 Percussion, secondary; MUS W330 Clarinet, concentration; MUS P400 Piano, major; MUS S710 Violin, graduate elective; MUS V800 Voice, graduate concentration; MUS P900 Piano, graduate major.

## APPLIED MUSIC

Course numbers for studio lessons		Course numbers for recitals			
Instrument	Senior (Concentration)	Junior (Major)	Senior (Major)	Master's (Major and Concentration)	
B110-B910	French horn	B311	B411	B412	B610
B120-B920	Trumpet and cornet	B321	B421	B422	B620
B130-B930	Trombone	B331	B431	B432	B630
B140-B840	Baritone horn	B341	B441/443	B442/444	B640
B150-B950	Tuba	B351	B451	B452	B650
D100-D900	Percussion	D301	D401	D402	D600
H100-H900	Harp	H301	H401	H402	H600/900
J100-J200	Ballet				
K110-K410	Composition			K402	K600
L100-L900	Guitar	L301	L401	L402	L600
P100-P900	Piano	P301	P401	P402	P600
Q100-Q900	Organ	Q301	Q401	Q402	Q600
S110-S910	Violin	S311	S411	S412	S610
S120-S920	Viola	S321	S421	S422	S620
S130-S930	Cello	S331	S431	S432	S630
S140-S940	String Bass	S341	S441	S442	S640
V100-V900	Voice	V301	V401	V402	V600
W110-W910	Flute and piccolo	W311	W411	W412	W610
W120-W920	Oboe and English horn	W321	W421	W422	W620
W130-W930	Clarinet	W331	W431	W432	W630
W140-W940	Bassoon	W341	W441	W442	W640
W150-W950	Saxophone	W351	W451	W452	W650
Y110-Y410	Recorder	Y311	Y411	Y412	Y610
Y130-Y230	Ren./Baroque double reeds				
Y160-Y960	Harpsichord	Y361	Y461	Y462	Y660
Y170-Y270	Lute				
Y180-Y280	Viola da gamba				

P = Prerequisite, R = Recommended, C = Concomitant  
I = fall semester, II = spring semester, S = summer session(s)

**NURS: NURSING**

- NURS-B 105 MEDICAL TERMINOLOGY (1 cr.)** This course, taught via a unique audiovisual instruction and interactive approach, teaches the student to easily remember, pronounce, and apply 350 prefixes, roots, and suffixes that combine to form over 11,000 medical terms. This approach is used to teach complex medical terms to ensure maximum retention. I, S
- NURS-B 216 PHARMACOLOGY (2-3 cr.)** The physiologic action of drugs and their therapeutic use, the nurse's role in administering drugs, and the need for continuous study of drug therapy. S
- NURS-B 230 DEVELOPMENTAL ISSUES AND HEALTH (4 cr.)** This course focuses on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, and usual patterns of aging. Students make assessments and observations of individuals in various stages of growth and development. I, II, S
- NURS-B 232 INTRODUCTION TO THE DISCIPLINE OF NURSING: THEORY, PRACTICE, RESEARCH (3 cr.)** P: Admission to B.S.N. degree program. This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, holism, caring, environment, self-care, uniqueness of persons, interpersonal relationships, and decision making. This course helps the student understand nursing's unique contribution to meeting societal needs through integrating theory, research, and practice. I, II
- NURS-B 233 HEALTH AND WELLNESS (4 cr.)** P: Admission to B.S.N. degree program. This course focuses on the use of concepts from nursing, nutrition, pharmacology, and biopsychosocial sciences to critically examine the determinates of health, wellness, and illness across the life span. Environmental, sociocultural, and economic factors that influence health care practices are emphasized. Theories of health, wellness, and illness are related to health-promotion, disease-prevention, illness-prevention nursing interventions. I, II
- NURS-B 244 COMPREHENSIVE HEALTH ASSESSMENT (2 cr.)** P: PHSL-P 261, PHSL-P 262, PSY-P 103, SOC-S 161, or ANTH-E 105. C: NURS-B 245. This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data is addressed. I, II (R.N. I only)
- NURS-B 245 COMPREHENSIVE HEALTH ASSESSMENT: PRACTICUM (2 cr.)** C: NURS-B 244. Students have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.
- NURS-B 248 SCIENCE AND TECHNOLOGY OF NURSING (2 cr.)** P: PHSL-P 261, PHSL-P 262, MICR-M 250, MICR-M 255. C: NURS-B 249. P or C: NURS-B 245. This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students are challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span. I, II
- NURS-B 249 SCIENCE AND TECHNOLOGY OF NURSING: PRACTICUM (2 cr.)** C: NURS-B 248. Students have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span. I, II
- NURS-B 251 LIFE SPAN DEVELOPMENT PRACTICUM (1 cr.)** C: PSY-P 216, NURS-B 244, NURS-B 245. This course deals with theoretical perspectives of growth and development across the life span, family theories, and family adaptation to common health problems, promoting health across the lifespan, and usual patterns of aging. Students make assessments and observations of individuals and families in various stages of growth and development. I, II
- NURS-B 304 PROFESSIONAL NURSING SEMINAR I (3 cr.)** This course focuses on core theoretical concepts of professional nursing practice, including health, wellness, illness, self-care and caring, disease prevention, and health promotion. Students are expected to explore theoretical premises and research related to the unique wellness perspectives and health beliefs of people across the life span in developing care outcomes consistent with maximizing individual potentials for wellness. Students complete a needs assessment as part of this course. I
- NURS-B 403 GERONTOLOGICAL NURSING (3 cr.)** (Nursing Elective) P: sophomore-level courses. This course is designed to promote a holistic approach to persons in the later years of life, focusing on the continued



development of older adults and the normal aging process. Within the nursing process there is emphasis on health promotion, maintenance, and restoration. The course includes special assignments with older adults.

- NURS-B 404 PROFESSIONAL NURSING SEMINAR II (3 cr.)** P: NURS-B 304. This course focuses on the application of nursing theory and research findings in restoring and maintaining individual and family functioning for those dealing with multi-system alterations. Students explore the ethical, legal, and moral implications of treatment options and identify tactics to maximize nursing's effectiveness in facilitating individuals and families through the health care system. Students complete a scholarly analysis as part of their practicum experience. II
- NURS-H 351 ALTERATIONS IN NEURO-PSYCHOLOGICAL HEALTH (3 cr.)** P: SPCH-S 121 and all sophomore-level courses. C: NURS-H 352. This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of the brain-body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders. I, II
- NURS-H 352 ALTERATIONS IN NEURO-PSYCHOLOGICAL HEALTH: THE PRACTICUM (2 cr.)** C: NURS-H 351. Students provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences are with individuals and small groups in supervised settings such as acute care, community-based, transitional, and/or the home. I, II
- NURS-H 353 ALTERATIONS IN HEALTH I (3 cr.)** P: SPCH-S 121 and all sophomore-level courses. C: NURS-H 354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students use critical thinking and problem-solving skills to plan interventions appropriate to health care needs. I, II
- NURS-H 354 ALTERATIONS IN HEALTH I: THE PRACTICUM (2 cr.)** C: NURS-H 353. Students apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students engage clients in a variety of settings to address alterations in health functioning, identify health care needs, and determine the effectiveness of interventions, given expected care outcomes. I, II
- NURS-H 355 DATA ANALYSIS IN CLINICAL PRACTICE AND HEALTH CARE RESEARCH (3 cr.)** P: MATH-M 107 or R.N. license. This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health care practice. Principles of measurement, data summarization and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real world situations in health care. II, S
- NURS-H 361 ALTERATIONS IN HEALTH II (3 cr.)** P: NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 362. This course builds on NURS-H 353 Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of the associated needs of clients experiencing acute and chronic health problems. I, II
- NURS-H 362 ALTERATIONS IN HEALTH II: THE PRACTICUM (2 cr.)** C: NURS-H 361. Students continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students engage clients in a variety of settings to address alterations in health functioning. I, II
- NURS-H 363 THE DEVELOPING FAMILY AND CHILD (4 cr.)** P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 364, NURS-H 361. This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child raising phases of family development. Factors dealing with preserving, promoting, and restoring healthy status of family members are emphasized. I, II
- NURS-H 364 THE DEVELOPING FAMILY AND CHILD: THE PRACTICUM (2-3 cr.)** C: NURS-H 363, NURS-H 362. Students have the opportunity to work with child bearing and child raising families, including those experiencing alterations in health. I, II

- NURS-H 365 NURSING RESEARCH (3 cr.)** P: NURS-H 353, NURS-H 354, and statistics (MATH-K 300, NURS-H 355, PSY-P 354, or SOC-S 351, or equivalent). This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies is emphasized in identifying applicability to nursing practice. I, II, S
- NURS-J 360 OPERATING ROOM NURSING (Nursing Elective) (1-6 cr.)** P: Sophomore-year courses, or consent of the instructor. The course is designed to provide further opportunities for students to meet objectives of the Indiana University School of Nursing. Learning opportunities are available so students can increase knowledge about, and add to their ability to, provide nursing care for patients undergoing the stress of surgery.
- NURS-K 192 TOPICS IN NURSING (0.5-3 cr.)** Topics and seminars covering current nursing subjects including pharmacology, informatics, leadership, clinical updates and skills. Topics and credits vary. May be repeated for credit if topic differs. S/F graded. I, II
- NURS-K 300 TRANSCULTURAL HEALTH CARE (3 cr.)** This course allows students to explore how culture affects health care decision making and how the health care system integrates culture in its delivery of care.
- NURS-K 301 THE ART AND SCIENCE OF COMPLEMENTARY HEALTH (3 cr.)** This survey course is designed to introduce the student to non-mainstream health care therapies. Students critically examine and explore the origins and practice of each therapy. The course serves as an introduction to a variety of therapies, including healing touch, guided imagery, hypnosis, acupuncture, aroma therapy, reflexology, and massage, to name a few.
- NURS-K 302 GERIATRIC PHARMACOLOGY (2 cr.)** This course examines numerous factors (e.g., poly-pharmacy, drug-to-drug interactions, developmental issues) that impact absorption, distribution, metabolism, and elimination of pharmaco-therapeutic agents in elderly persons. Students are challenged to develop primary and secondary strategies to detect and resolve problems associated with use of these agents.
- NURS-K 401 INTEGRATIVE HEALTH (3 cr.)** Blending the traditional and nontraditional integrative health. This course focuses on the integration of complementary health care with the traditional western medicine approach to disease and illness. Complementary therapies are critically examined in light of their ability to alleviate pain and suffering and improve quality of life in a variety of disease and illness states.
- NURS-K 421 AMERICAN HEALTH CARE: INTERNATIONAL EXPERIENCE (2-3 cr.)** P: Junior-level courses completed. This course provides students from the United States with a chance to live and study in Northern Ireland and provides students from the United Kingdom with a similar experience. This exchange enhances the students' awareness of the cultural, economic, and political factors in determining the health/illness perspective of a nation. It aims to enable students to develop a wider, more global perspective on the key concepts of personal and societal health issues.
- NURS-K 486 TRANSFORMING NEGATIVE ENVIRONMENTS (Nursing elective) (3 cr.)** This upper-division elective assists each student establish a connection between changes in social, political, and economic conditions to their lived experience. Health care policies/practices founded on patriarchal values and models are critiqued. Students are challenged to transform traditional health care organizations into systems characterized by power-sharing, consensus-building, self-governance, and empowerment.
- NURS-K 490 CLINICAL NURSING ELECTIVE (1-6 cr.)** P: Consent of instructor. S/F grading only. Planned and supervised clinical experiences in an area of concentration.
- NURS-K 492 NURSING ELECTIVE (0.5-6 cr.)** P: Consent of instructor. Opportunity for the student to pursue study in an area of interest.
- NURS-S 470 RESTORATIVE HEALTH RELATED TO MULTI-SYSTEM FAILURES (3 cr.)** P: All junior-level courses. C: NURS-S 471. This course focuses on the pathophysiology and nursing care management of clients experiencing multi-symptom alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized. I, II
- NURS-S 471 RESTORATIVE HEALTH RELATED TO MULTI-SYSTEM FAILURES: THE PRACTICUM (2 cr.)** C: NURS-S 470. The students apply the nursing process to the care of clients experiencing acute multi-system alterations in health. I, II

- NURS-S 472 A MULTI-SYSTEM APPROACH TO THE HEALTH OF THE COMMUNITY (3 cr.)** P: All junior-level courses. C: NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political issues in local and global communities, the student can determine effective interventions for community-centered care. I, II
- NURS-S 473 A MULTI-SYSTEM APPROACH TO THE HEALTH OF THE COMMUNITY: THE PRACTICUM (2 cr.)** C: NURS-S 472. Students have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing is practiced in collaboration with diverse groups within a community. I, II
- NURS-S 481 NURSING MANAGEMENT (2 cr.)** P: All first semester senior-level courses including PHIL-P 393 and all general education requirements except one 3 credit hour open elective. C: NURS-S 482. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems. I, II
- NURS-S 482 NURSING MANAGEMENT: THE PRACTICUM (3 cr.)** C: NURS-S 481. Students have the opportunity to apply professional management skills in a variety of nursing leadership roles. I, II
- NURS-S 483 CLINICAL NURSING PRACTICE CAPSTONE (3 cr.)** P: All first semester senior-level courses including PHIL-P 393 and all general education requirements except one 3 credit hour open elective. Students have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner. I, II
- NURS-S 484 RESEARCH UTILIZATION SEMINAR (1-2 cr.)** C: NURS-S 483. This course focuses on students' abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practices. I, II, S
- NURS-S 485 PROFESSIONAL GROWTH AND EMPOWERMENT (3 cr.)** P: All junior-level courses. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning. I, II
- NURS-W 221 NATIVE USE OF HERBS (1 cr.)** A field experience course on native uses of herbs with required readings and hands-on work with plants.
- NURS-W 402 SEMINAR: WOMEN AS AGENTS OF CHANGE (3 cr.)** Variable title. This course focuses on issues and controversies in the new scholarship on women. Recently taught as Women as Agents of Change with an emphasis placed on theories of change and women's role in creating change in America.
- NURS-Z 480 PORTFOLIO REVIEW COURSE SUBSTITUTION (1-6 cr.)** The portfolio review process is available to all students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their course of study.
- NURS-Z 490 CLINICAL EXPERIENCE IN NURSING (1-6 cr.)** P: Consent of instructor. S/F grading only. Planned and supervised clinical experiences in the area of the student's major interest.
- NURS-Z 492 INDIVIDUAL STUDY IN NURSING (1-6 cr.)** P: Consent of instructor. Opportunity for the nurse to pursue independent study of topics in nursing under the guidance of a selected faculty member.

## OVST: OVERSEAS STUDY

- OVST-G 499 OVERSEAS STUDY AT UNIVERSITY GUADALAJARA, MEXICO (1-17 cr.)** Used as an administrative number to enroll students accepted to study at University Guadalajara, Mexico. I, II
- OVST-U 396 OVERSEAS STUDY IN ULSTER (1-15 cr.)** Used as an administrative number to enroll students accepted to study in Ulster. I, II

- OVST-X 498 OVERSEAS STUDY AT TOULON, FRANCE (3-15 cr.)** Used as an administrative number to enroll students accepted to study at the University of Toulon in France. I, II
- OVST-Y 496 OVERSEAS STUDY/NON-IU PROGRAM** Used as an administrative number to enroll students in a non-Indiana University overseas program. I, II
- OVST-Z 498 OVERSEAS STUDY AT EICHSTAETT, GERMANY (3-15 cr.)** Used as an administrative number to enroll students accepted to study at Kath University, Eichstaett, Germany. I, II

## **PHIL: PHILOSOPHY**

- PHIL-P 100 INTRODUCTION TO PHILOSOPHY (3 cr.)** Perennial problems of philosophy, including problems in ethics, epistemology, metaphysics, and the philosophy of religion. Readings in selected writings of philosophers from Plato to the present.
- PHIL-P 105 THINKING AND REASONING (3 cr.)** Basic rules of correct reasoning, roles of definitions and of language in thinking; roles of observation, hypothesis, and theory in knowledge; basic techniques for gathering information, testing beliefs for truth, and problem solving.
- PHIL-P 110 INTRODUCTION TO PHILOSOPHY (3 cr.)** An introductory study of such philosophical concerns as existence, knowledge, meaning, and morality. At IU South Bend, has special focus on critical thinking.
- PHIL-P 135 INTRODUCTION TO PHENOMENOLOGY AND EXISTENTIALISM (3 cr.)** Phenomenology as a project of describing human experience is studied in relation to existential themes such as being-in-the-world, authenticity, individualism, commitment and responsibility. Philosophers studied may include Husserl, Kierkegaard, Heidegger, Buber, Sartre, and Camus.
- PHIL-P 140 INTRODUCTION TO ETHICS (3 cr.)** Important philosophical answers to such ethical questions as the nature of good and evil, the relation of duty to self-interest, and the objectivity of moral judgements. Specific ethical issues addressed may include individual needs and public policy, lying, abortion, euthanasia, and punishment.
- PHIL-P 150 ELEMENTARY LOGIC (3 cr.)** Study of basic concepts of deductive and inductive logic, including practical applications of these concepts in the critical evaluation of informal arguments.
- PHIL-P 200 PROBLEMS OF PHILOSOPHY (1-3 cr.)** Selected writings of philosophers concerning important philosophical problems. May be repeated for credit under new subtitle.
- PHIL-P 201 ANCIENT GREEK PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selective survey of ancient Greek philosophy (pre-Socratics, Plato, Aristotle). I
- PHIL-P 202 MEDIEVAL TO MODERN PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selective survey of medieval philosophy.
- PHIL-P 207 INFORMATION AND COMPUTER ETHICS (3 cr.)** P: CSCI-A 106 or equivalent. Examines the ethical implications of computer and information technology for society. I
- PHIL-P 214 MODERN PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. A survey of Western philosophy from 1600 to 1900. An examination of the breakdown of the medieval world view and the rise and revision of Cartesianism. II
- PHIL-P 250 INTRODUCTORY SYMBOLIC LOGIC (3 cr.)** Study of, and extensive practice with, the concepts and techniques of formal deductive logic.
- PHIL-P 283 NON-WESTERN PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selective survey of major philosophical systems from the Far East and India. Possible topics include Taoism, Confucianism, Upanishads, Samkhya, Buddhism, Vedanta, Sri Aurobindo, Zen.
- PHIL-P 303 THE BRITISH EMPIRICISTS AND KANT (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selective survey of Continental Rationalism, British Empiricism, and Kant.
- PHIL-P 304 NINETEENTH CENTURY PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selected survey of post-Kantian philosophy.
- PHIL-P 306 BUSINESS ETHICS (3 cr.)** A philosophical examination of ethical issues which arise in the context of business. Moral theory is applied to such problems as the ethical evaluation of corporations, what constitutes fair profit, and truth in advertising.

- PHIL-P 310 TOPICS IN METAPHYSICS (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Topics such as existence, individuation, contingency, universals and particulars; monism-pluralism, Platonism-nominalism, idealism-realism.
- PHIL-P 311 METAPHYSICS OF PHYSICAL NATURE (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Topics such as space, time, causality, determinism, events and change, relation of the mental and the physical, personal identity.
- PHIL-P 312 TOPICS IN THEORY OF KNOWLEDGE (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Topics such as various theories of perceptual realism, sense-datum theories, theories of appearing, phenomenism, the nature of knowledge, the relation between knowledge and belief, relation between knowledge and evidence, and the problem of skepticism.
- PHIL-P 313 THEORIES OF KNOWLEDGE (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Topics such as the nature of knowledge, the relation of knowledge and belief, knowledge and evidence, knowledge and certainty, and the problem of skepticism.
- PHIL-P 320 PHILOSOPHY AND LANGUAGE (3 cr.)** P: Three credit hours of philosophy or consent of instructor. A study of selected philosophical problems concerning language and their bearing on traditional problems in philosophy.
- PHIL-P 325 SOCIAL PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Concentrated study of one or more major problems, positions, or authors. May be repeated for credit.
- PHIL-P 335 PHENOMENOLOGY AND EXISTENTIALISM (3 cr.)** P: Three credit hours of philosophy or consent of instructor. A study of Edmund Husserl's philosophy and its extension and criticism in the works of such existential phenomenologists as Heidegger, Sartre, and Merleau-Ponty. Topics include the nature of consciousness, intentionality, freedom, intersubjectivity.
- PHIL-P 340 CLASSICS IN ETHICS (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selected readings from authors such as Plato, Aristotle, Stoics, Epicureans, Augustine, Aquinas, covering such topics as the relation of virtue and human nature, duty and self-interest, pleasure and the good.
- PHIL-P 341 ETHICAL CLASSICS 2 (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selected readings from authors such as Spinoza, Hume, Butler, Kant, Mill, Nietzsche, covering such topics as the role of reason in ethics, the role of the emotions in ethics, the objectivity of moral principles, the relation of religion to ethics.
- PHIL-P 342 PROBLEMS OF ETHICS (3 cr.)** P: Three credit hours of philosophy or consent of instructor. May concentrate on a single large problem, e.g., whether utilitarianism is an adequate ethical theory, or several more or less independent problems, e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgements.
- PHIL-P 343 CLASSICS IN SOCIAL AND POLITICAL PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selected readings from ancient and medieval sources such as Plato, Aristotle, Augustine, Aquinas, focusing on such topics as metaphysical commitments and political theory, the ideal state, the nature and proper ends of the state, natural law, and natural rights.
- PHIL-P 344 CLASSICS IN SOCIAL AND POLITICAL PHILOSOPHY 2 (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selected readings from seventeenth to nineteenth century sources, such as Machiavelli, Bodin, Hobbes, Locke, Rousseau, Bentham, Mill, Marx, focusing on such topics as the ones mentioned in PHIL-P 343 and such additional topics as the social contract theory of the state and the notion of community.
- PHIL-P 345 PROBLEMS IN SOCIAL AND POLITICAL PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Problems of contemporary relevance: justice and economic distribution, participatory democracy, conscience and authority, law and morality.
- PHIL-P 346 PHILOSOPHY AND ART (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selected philosophical problems concerning art and art criticism. Topics such as the definition of art, expression, representation, style, form and content, the aesthetic and the cognitive.
- PHIL-P 358 AMERICAN PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. This course is devoted to consideration of pragmatism as a distinctly American philosophy. Pragmatism is examined as a continuation of the Western philosophical tradition and as an attempt to overcome that tradition.

- PHIL-P 360 INTRODUCTION TO PHILOSOPHY OF MIND (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selected topics from among the following: the nature of mental phenomena (e.g., thinking, volition, perception, emotion); the mind-body problem (e.g., dualism, behaviorism, materialism).
- PHIL-P 366 PHILOSOPHY OF ACTION (3 cr.)** P: Three credit hours of philosophy or consent of instructor. The nature of human and rational action: the structure of intentions and practical consciousness; the role of the self in action; volitions; the connections of desires, needs, and purposes to intentions and doings; causation and motivation; freedom.
- PHIL-P 371 PHILOSOPHY OF RELIGION (3 cr.)** P: Three credit hours of philosophy or consent of instructor. The nature of religion and religious experience, the status of religious knowledge claims, the nature and existence of God.
- PHIL-P 374 EARLY CHINESE PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Origins of Chinese philosophical traditions in the classical schools of Confucianism, Taoism, Mohism, and Legalism. Explores contrasting agendas of early Chinese and Western traditions.
- PHIL-P 381 RELIGION AND HUMAN EXPERIENCE (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Topics such as the phenomenology of religious experience, spirituality and human nature, selfhood and transcendence, spirituality and gender, and religious experience and human relationship.
- PHIL-P 383 TOPICS IN PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. An advanced study of special, experimental, or timely topics drawn from the full range of philosophical discussion and designed to pursue interests unmet in the regular curriculum. May be repeated for credit under new subtitle.
- PHIL-P 393 BIOMEDICAL ETHICS (3 cr.)** P: PHIL-P 100, PHIL-P 105, or PHIL-P 140. A philosophical consideration of ethical problems that arise in current biomedical practice, e.g., with regard to abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery.
- PHIL-P 394 FEMINIST PHILOSOPHY (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Study of contemporary feminist philosophy in the United States and Europe.
- PHIL-P 495 SENIOR PROSEMINAR IN PHILOSOPHY (1-4 cr.)** For students in their junior or senior years of study. The proseminar concentrates on a problem and/or figure selected by students and faculty involved. May be repeated for a maximum of 4 credit hours.
- PHIL-T 190 LITERARY AND INTELLECTUAL TRADITIONS (3 cr.)** Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing-intensive, discussion-focused.

## **PHSL: PHYSIOLOGY**

*(See ANAT, BIOL, MICR, and PLSC for additional biological sciences courses.)*

- PHSL-P 130 HUMAN BIOLOGY (4 cr.)** For non-science majors. Credit allowed for only one of BIOL-L 100, BIOL-L 104, BIOL-T 100, and PHSL-P 130. Credit not allowed toward a biology major. Basic concepts of human biology: reproduction, development, heredity, and physiological regulation. I, II, S
- PHSL-P 204 ELEMENTARY HUMAN PHYSIOLOGY (3 cr.)** R: One college-level biology course; one college-level chemistry course or one year high school chemistry. Lectures on blood, circulation, respiration, digestion, metabolism, excretion, endocrine system, muscle, nervous system, and special senses. For dental hygiene majors; credit not allowed toward a biology major. II
- PHSL-P 261 HUMAN ANATOMY AND PHYSIOLOGY I (5 cr.)** P: BIOL-L 102, CHEM-C 102, or PHSL-P 130. Introduction to basic structure and function of the human body including laboratory studies in gross anatomy, histology, and physiology. Topics are cellular anatomy and physiology, body tissues and integument, and the skeletal, muscle, endocrine, and nervous systems. Credit not allowed toward a biology major. I, II
- PHSL-P 262 HUMAN ANATOMY AND PHYSIOLOGY II (5 cr.)** P: PHSL-P 261. The continuation of PHSL-P 261. Topics are the circulatory, respiratory, urinary, digestive, and reproductive systems; fluid and electrolyte balance; and acid-base balance. II, S

**PHYS: PHYSICS**

- PHYS-N 190 THE NATURAL WORLD (3 cr.)** Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements.
- PHYS-P 100 PHYSICS IN THE MODERN WORLD (5 cr.)** P: MATH-M 14 or equivalent. A course designed to introduce the student to the methods, principles, and application of physics. Specifically planned for students who have not previously taken courses in physics or chemistry. Emphasis is placed on the qualitative, rather than the quantitative, aspects of physics. I, II
- PHYS-P 201 GENERAL PHYSICS 1 (5 cr.)** P: MATH-M 115 or equivalent. First semester of a two-semester, algebra-based, sequence. Newtonian mechanics, wave motion, heat and thermodynamics. Application of physical principles to related scientific disciplines including life sciences. Lectures, one hour recitation, and one two-hour laboratory each week. Credit not given for both PHYS-P 201 and PHYS-P 221. S
- PHYS-P 202 GENERAL PHYSICS 2 (5 cr.)** P: PHYS-P 201. Second semester of a two-semester algebra-based sequence. Electricity, magnetism, light, and an introduction to the concepts of relativity, quantum theory, and atomic and nuclear physics. Lectures, one hour recitation, and one two-hour laboratory each week. Credit not given for both PHYS-P 202 and PHYS-P 222. S
- PHYS-P 221 PHYSICS 1 (5 cr.)** C: MATH-M 215. First semester of a calculus-based sequence. Newtonian mechanics, oscillations and waves, fluids, heat and thermodynamics. Lectures, one hour recitation, and one two-hour laboratory each week. Credit not given for both PHYS-P 201 and PHYS-P 221. I, II
- PHYS-P 222 PHYSICS 2 (5 cr.)** P: PHYS-P 221. C: MATH-M 216. Second semester of a calculus-based sequence. Electricity, magnetism, DC and AC circuits, light, geometrical and physical optics, and introduction to modern physics. Lectures, one hour recitation, and one two-hour laboratory each week. Credit not given for both PHYS-P 202 and PHYS-P 222. I, II
- PHYS-P 281 SOLID STATE ELECTRONICS I (3 cr.)** P: MATH M115 or equivalent. Circuit theory, principles of operation and equivalent circuits, semiconductor devices, general amplifier and oscillator characteristics, feedback systems, operational amplifiers, power supplies. I.
- PHYS-P 303 DIGITAL ELECTRONICS (4 cr.)** P: MATH-M 115 or equivalent. Integrated lecture and laboratory course. Semiconductor devices; operational amplifiers; oscillators; Boolean Algebra; and digital circuits containing devices such as decoders, multiplexers, light-emitting displays, flip-flops, counters, registers, and memories. I, II
- PHYS-P 309 MODERN PHYSICS LABORATORY (3 cr.)** P: MATH-M 216, PHYS-P 222. Fundamental experiments in mechanics, electricity and magnetism, thermodynamics, optics, and modern physics. Emphasis is placed upon developing basic laboratory skills and data analysis techniques, including computer reduction and analysis of data. II (even years)
- PHYS-P 321 TECHNIQUES OF THEORETICAL PHYSICS (3 cr.)** P: MATH-M 216, PHYS-P 222. Introduction to the mathematical methods required for the general equations of theoretical physics with an emphasis on special functions, group theoretic techniques, integral transforms, and partial differential equations.
- PHYS-P 323 PHYSICS 3 (3 cr.)** P: MATH-M 216, PHYS-P 222. Third semester of a four-semester sequence. Special relativity, introduction to quantum theory, Schroedinger equation, the hydrogen atom, many-electron atoms, statistical physics, molecules, and solids. I
- PHYS-P 324 PHYSICS 4 (3 cr.)** P: MATH-M 216, PHYS-P 323. Fourth semester of a four-semester sequence. Conduction in metals; semiconductors; superconductivity; nuclear structure, reactions, and applications; radioactivity; elementary particles; cosmology; introduction to general relativity. II (odd years)
- PHYS-P 331 THEORY OF ELECTRICITY AND MAGNETISM (3 cr.)** P: PHYS-P 222, MATH-M 216. Electrostatic potentials and electric fields, differential operators, Laplace and Poisson equations, dielectric materials, steady currents, power and energy, induction, magnetic fields, scalar and vector potentials, Maxwell's equations. I (odd years)
- PHYS-P 334 FUNDAMENTALS OF OPTICS (3 cr.)** P: PHYS-P 222, MATH-M 216. Geometrical optics: matrix formulation of the laws of reflection and refraction, ray tracing with computers, aberrations. Physical optics: interference, diffraction, polarization, lasers, holography.

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P = Prerequisite, R = Recommended, C = Concomitant

I = fall semester, II = spring semester, S = summer session(s)

- PHYS-P 340 THERMODYNAMICS AND STATISTICAL MECHANICS (3 cr.)** P: MATH-M 216, PHYS-P 323. Intermediate course covering the three laws of thermodynamics, classical and quantum statistical mechanics, and some applications. II (even years)
- PHYS-P 410 COMPUTING APPLICATIONS IN PHYSICS (3 cr.)** P: MATH-M 216, PHYS-P 222. Computing methods and techniques applied to a broad spectrum of physics problems. Emphasis on least-squares method and other curve-fitting techniques of nonlinear functions; montecarlo methods; data manipulation, including sorting, retrieval, and display.
- PHYS-P 441 ANALYTICAL MECHANICS I (3 cr.)** P: PHYS-P 222, MATH-M 216. C: MATH-M 343 or consent of instructor. Elementary mechanics of particles and rigid bodies treated by methods of calculus and differential equations. Hamiltonian and Lagrangian methods, continuum mechanics. I (even years)
- PHYS-P 453 INTRODUCTION TO QUANTUM MECHANICS (3 cr.)** P: PHYS-P 323. C: MATH-M 343 or consent of instructor. The Schroedinger Equation with applications to problems such as barrier transmission, harmonic oscillation, and the hydrogen atom. Discussion of orbital and spin angular momentum, and identical particles. Introduction to perturbation theory. II (odd years)
- PHYS-P 473 INTRODUCTION TO STRING THEORY (3 cr.)** P: MATH-M 216, PHYS-P 323. Introduction to the fundamentals of string theory and some of its current applications. Main themes include the formulation of relativistic strings in terms of the Nambu-Goto action and the quantized string state space of open and closed strings. Applications include string compactification, T-duality of open and closed strings, and D-branes.
- PHYS-S 405 READINGS IN PHYSICS (1-3 cr.)** P: Consent of instructor. Independent reading under supervision of a faculty member. Study in depth of a topic of interest to the student, culminating in a research paper.
- PHYS-S 406 RESEARCH (1-3 cr.)** P: Consent of instructor. Research participation in group or independent project under the supervision of a faculty member in department research areas; or topic agreed upon between the student and supervisor. Alternatively, internship in industry or national laboratory, arranged between the student, the student's faculty mentor, and internship supervisor.
- PHYS-T 105 PHYSICAL SCIENCE FOR ELEMENTARY TEACHERS (4 cr.)** P: MATH-T 101. Principles of physical science with focus on elementary chemistry and physics. Laboratory, demonstration, and exploration enrich course material which develops the expertise needed for success in the elementary school classroom. Open only to elementary education majors. Does not satisfy the general education requirement in the College of Liberal Arts and Sciences.

## **PLSC: PLANT SCIENCES**

*(See ANAT, BIOL, MICR, and PHSL for additional biological sciences courses.)*

- PLSC-B 101 PLANT BIOLOGY (5 cr.)** Lecture and laboratory. Fundamental principles of biology as illustrated by plants: characteristics of living organisms, nutrition, growth, responses to environment, reproduction, basic principles of heredity. Credit not allowed toward a biology major.
- PLSC-B 364 SUMMER FLOWERING PLANTS (5 cr.)** P: PLSC-B 101 or BIOL-L 102. A basic course in the methods of plant identification and taxonomy.

## **POLS: POLITICAL SCIENCE**

- POLS-B 190 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 cr.)** Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.
- POLS-Y 100 AMERICAN POLITICAL CONTROVERSIES (3 cr.)** This course focuses on controversial issues in American politics. Students develop their critical thinking and oral communication skills through class debate and dialogue. The course explores such issues as: presidential morality, campaign finance reform, capital punishment, gun control, affirmative action, hate speech, school vouchers, school prayer, gay marriage, and tax cuts.
- POLS-Y 101 PRINCIPLES OF POLITICAL SCIENCE (3 cr.)** This course provides an overview of the sub-areas of political science: comparative systems, theories, international relations, and institutions. It encour-



ages students to examine the political nature of their world. The course is exploratory in nature, seeking to raise questions, not necessarily to answer them. I, II

- POLS-Y 103 INTRODUCTION TO AMERICAN POLITICS (3 cr.)** Introduction to principles, institutions, and dynamics of American government and politics. Origins and development of the United States Constitution, federalism, separation of powers, major institutions of national government, political parties. Nature and problems of modern democracy. I, II, S
- POLS-Y 107 INTRODUCTION TO COMPARATIVE POLITICS (3 cr.)** Study of political systems of Western and non-Western countries. Similarities and differences among types of political systems, stability and change in politics. I
- POLS-Y 109 INTRODUCTION TO INTERNATIONAL RELATIONS (3 cr.)** Causes of war, nature and attributes of the state, imperialism, international law, national sovereignty, arbitration, adjudication, international organization, major international issues. I, II
- POLS-Y 301 POLITICAL PARTIES AND INTEREST GROUPS (3 cr.)** Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.
- POLS-Y 304 JUDICIAL PROCESS AND AMERICAN CONSTITUTIONAL LAW I (3 cr.)** Nature and function of law and judicial process; selected Supreme Court decisions interpreting the American constitutional system.
- POLS-Y 306 STATE POLITICS IN THE UNITED STATES (3 cr.)** Comparative study of politics in the American states. Special emphasis on the political culture, party systems, legislatures, and bureaucracies on public policy.
- POLS-Y 311 NATIONAL SECURITY IN A DEMOCRATIC POLITY (3 cr.)** Exploration of a basic dilemma of a democratic polity; how can demands for national security be reconciled with democratic practices and values? The war powers of the United States government: roles of the presidency, Congress and public opinion. American national security policy since World War II.
- POLS-Y 316 PUBLIC OPINION AND POLITICAL PARTICIPATION (3 cr.)** The nature of public opinion on major domestic and foreign policy issues, mass political ideology, voting behavior and other forms of political participation, political culture, and the impact of public opinion on political systems.
- POLS-Y 317 VOTING, ELECTIONS, AND PUBLIC OPINION (3 cr.)** Determinants of voting behavior in elections. The nature of public opinion regarding major domestic and foreign policy issues; development of political ideology; other influences on the voting choices of individuals and the outcomes of elections; relationships among public opinion, elections, and the development of public policy.
- POLS-Y 318 THE AMERICAN PRESIDENCY (3 cr.)** Development of the presidency and its relationship to the political system; problems of the contemporary presidency; personality and presidential roles, with emphasis on political leadership.
- POLS-Y 319 THE UNITED STATES CONGRESS (3 cr.)** Origins and development of Congress and its place in modern American politics; congressional committees, parties, leadership, and policies; congressional-executive relations; members' relationships with their constituencies; voters and elections; public opinion and interest groups; international comparisons of legislatures.
- POLS-Y 324 WOMEN AND WORLD POLITICS (3 cr.)** An analysis of women and power. Feminist critiques of the state, power, and citizenship. Diverse cultural understandings of gender roles are explored.
- POLS-Y 327 GENDER POLITICS IN THE UNITED STATES (3 cr.)** This course seeks to analyze issues of power and politics from the perspective of gender within the United States cultural context. It considers the impact of women in traditional areas of politics as well as revised theoretical understandings of power, the political, and the public/private debate.
- POLS-Y 329 RACIAL AND ETHNIC POLITICS IN THE UNITED STATES (3 cr.)** A survey of minority group politics in the United States. The course examines the socio-economic position and political history of various demographic groups and highlights key public policy debates central to the future of ethnic politics and race relations in the United States.
- POLS-Y 330 CENTRAL AMERICAN POLITICS (3 cr.)** An analysis of contemporary political change in Central America. Emphasis on reformist and revolutionary paths to political, social, and economic transformations. The legacy of United States intervention in the region is highlighted.

P = Prerequisite, R = Recommended, C = Concomitant

I = fall semester, II = spring semester, S = summer session(s)

- POLS-Y 335 WEST EUROPEAN POLITICS (3 cr.)** Development, structure, and functioning of political systems, primarily in Britain, France, Italy, and Germany. Political dynamics of European integration.
- POLS-Y 337 LATIN AMERICAN POLITICS (3 cr.)** An analysis of contemporary political change in Latin America. Emphasis on problems of economic development, militarism, and redemocratization. The importance of religion, gender, race, and ethnicity are considered.
- POLS-Y 343 DEVELOPMENTAL PROBLEMS IN THE THIRD WORLD (3 cr.)** An overview of contemporary politics in Third World societies. Major theories of political development are emphasized along with an analysis of issues concerning militarism, political participation, appropriate technology, and resource allocation. North-south relations are highlighted.
- POLS-Y 350 EUROPEAN INTEGRATION (3 cr.)** Study of the politics of the European Union. Assesses the process and dynamics of economic and political integration in Western Europe, the structure and work of European Union institutions, and public policies.
- POLS-Y 362 DEMOCRATIC REVOLUTIONS (3 cr.)** How are authoritarian governments different from democratic governments like the United States? How do some authoritarian regimes become democratic and what determines whether they remain democratic or revert to authoritarianism? These are some of the questions this course seeks to answer as it explores the recent worldwide “revolutions” to democracy.
- POLS-Y 371 TERRORISM AND POLITICAL VIOLENCE (3 cr.)** What is terrorism? How is it different from war and other forms of political violence? What drives people to become terrorists or to join terrorist causes? This course explores terrorism and political violence in their international dimensions. It analyzes theories of terrorism by looking at specific cases of terrorists and terrorist groups.
- POLS-Y 376 INTERNATIONAL POLITICAL ECONOMY (3 cr.)** Theories about the interaction between the international economic and political systems are the subject of this course. Works from each of the main traditions—liberal, Marxist, and statist—are assigned. Specific topics covered include (among others) the politics of trade, aid, foreign investment, and international monetary affairs; theories of dependency and imperialism; the politics of international competition in specific industries; the stability or instability of international economic regimes.
- POLS-Y 380 SELECTED TOPICS OF DEMOCRATIC GOVERNMENT (3 cr.)** Topics vary from semester to semester and are described by political science advisors. May be repeated more than once for credit.
- POLS-Y 381 HISTORY OF POLITICAL THEORY I (3 cr.)** An exposition and critical analysis of the major political philosophers and philosophical schools from Plato to Machiavelli.
- POLS-Y 382 HISTORY OF POLITICAL THEORY II (3 cr.)** An exposition and critical analysis of the major philosophers and philosophical schools from Machiavelli to the present. It is not necessary for the student to have taken POLS-Y 381.
- POLS-Y 383 AMERICAN POLITICAL IDEAS 1 (3 cr.)** American political ideas from the Colonial period to the Civil War.
- POLS-Y 384 AMERICAN POLITICAL IDEAS 2 (3 cr.)** American political ideas from the Civil War through the twentieth century.
- POLS-Y 388 MARXIST THEORY (3 cr.)** Origin, content, and development of Marxist systems of thought, with particular reference to philosophical and political aspects of Russian Marxism. Comparisons with non-Marxist socialist theory.
- POLS-Y 480 UNDERGRADUATE READINGS IN POLITICAL SCIENCE (1-3 cr. max.)** Individual readings and research. May be taken only with the consent of the department chairperson. No more than 6 credit hours may be counted for the major requirement.
- POLS-Y 481 FIELD EXPERIENCE IN POLITICAL SCIENCE (cr. arr.)** Directed readings, field research, research papers. May be taken only with the consent of the department chairperson.
- POLS-Y 488 STUDY ABROAD IN POLITICAL SCIENCE (3 cr.)** P: In some cases there may be a language prerequisite. The European Union. This course takes students to Europe (Belgium, Luxembourg, and France) to explore the rich mosaic of culture, language, and religion of the European Union while coming to understand the new era of political and economic union. S
- POLS-Y 490 SENIOR SEMINAR IN POLITICAL SCIENCE (3 cr.)** Readings and discussions of selected problems; research paper ordinarily required. May be repeated once for credit. Open to juniors and seniors.

**PSY: PSYCHOLOGY**

- PSY-B 190 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 cr.)** Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior. I, II
- PSY-P 103 GENERAL PSYCHOLOGY (3 cr.)** Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality, development, abnormal, and social psychology. May not be taken by students who have previously taken PSY-P 101/PSY-P 102. I, II, S
- PSY-P 106 GENERAL PSYCHOLOGY-HONORS (4 cr.) P:** Consent of instructor. Intensive introduction to psychology, combining lectures, discussions, and laboratory demonstrations. May not be taken by students who have had PSY-P 103 or PSY-P 101/PSY-P 102. I
- PSY-P 190 APPLYING PSYCHOLOGY (3 cr.)** Current theory and applications of psychology covering personality, social, learning, cognition, and clinical topics. Applications of psychology to real-world problems and issues. Specific topics vary across semesters.
- PSY-P 211 METHODS OF EXPERIMENTAL PSYCHOLOGY (3 cr.) P:** PSY-P 103 or PSY-P 106. Design and execution of simple experiments, treatment of results, search of the literature, and preparation of experimental reports. I, II, S
- PSY-P 216 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY (3 cr.) P:** PSY-P 103 or PSY-P 106. A survey course which integrates the basic concepts of physical, cognitive, and psychosocial development from the prenatal period to death. Throughout the life span, theories, research, and critical issues in developmental psychology are explored with consideration of practical implications. Credit not given for both PSY-P 216 and PSY-P 316. I, II
- PSY-P 220 DRUGS AND BEHAVIOR (3 cr.) P:** PSY-P 103 or PSY-P 106. An introduction to drug use and misuse. The use of psychoactive drugs is considered from a biopsychosocial perspective. The effects of drugs on the nervous system and the behavioral adaptations that support drug use are reviewed. The therapeutic uses of drugs to treat mental illness and programs of drug education/prevention are considered. I, II
- PSY-P 233 INDUSTRIAL PSYCHOLOGY (3 cr.) P:** PSY-P 103, PSY-P 106, or consent of instructor. Application of psychological principles and research techniques to industrial and personnel problems, including selection, training, organizational processes, equipment design, and consumer behavior. II
- PSY-P 234 PRINCIPLES OF MENTAL HEALTH (3 cr.) P:** PSY-P 103 or PSY-P 106. Application of psychological theory to the development, maintenance, and adjustment of individual personality; including environmental and social factors that complicate that development.
- PSY-P 241 FUNCTIONAL ANALYSIS OF BEHAVIOR I (3 cr.) P:** PSY-P 103 or PSY-P 106. Basic concepts and procedures in the experimental analysis and control of behavior.
- PSY-P 303 HEALTH PSYCHOLOGY (3 cr.) P:** PSY-P 103 or PSY-P 106. Focuses on the role of psychological factors in health and illness. Modes of intervention covered include health education/promotion, risk factor reduction, and behavioral medicine. Topics include stages of change theory, medical decision making, pain management, stress management, addiction, smoking cessation, weight control, physician-patient interaction.
- PSY-P 316 PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE (3 cr.) P:** PSY-P 103 or PSY-P 106. Development of behavior in infancy, childhood, and youth; factors which influence behavior. Credit not given for both PSY-P 216 and PSY-P 316. I, II
- PSY-P 319 THE PSYCHOLOGY OF PERSONALITY (3 cr.) P:** PSY-P 103 or PSY-P 106. Theories of personality: methods and results of scientific study of personality. Basic concepts of personality traits and their measurements, developmental influences, and problems of integration.
- PSY-P 320 SOCIAL PSYCHOLOGY (3 cr.) P:** PSY-P 103 or PSY-P 106. The study of psychological theories and research dealing with social influence and social behavior, including topics such as conformity, person perception, aggression, attitudes, and group dynamics.

- PSY-P 321** **GROUP DYNAMICS (3 cr.)** P: PSY-P 103 or PSY-P 106. R: PSY-P 320. Study of group process, group decision, group relations, group development, and interrelations with individuals, other groups, and larger institutions.
- PSY-P 324** **ABNORMAL PSYCHOLOGY (3 cr.)** P: PSY-P 103 or PSY-P 106. A first course in abnormal psychology, with emphasis on forms of abnormal behavior, etiology, development, interpretation, prevention, and therapy. I, II, S
- PSY-P 325** **THE PSYCHOLOGY OF LEARNING (3 cr.)** P: PSY-P 103 or PSY-P 106. Principles of human and animal learning and memory, especially as treated in theories attempting to provide a framework for understanding what learning is and how it occurs. Focus is on variables that affect human learning and memory.
- PSY-P 326** **BEHAVIORAL NEUROSCIENCE (3 cr.)** P: PSY-P 103 or PSY-P 106. The biological bases of behavior is examined. The role of genetic, neural, and hormonal factors in a wide range of behaviors is considered. Brain processes underlying sensation, perception, learning, motivation, and other basic behaviors are discussed.
- PSY-P 327** **PSYCHOLOGY OF MOTIVATION (3 cr.)** P: PSY-P 103 or PSY-P 106. How needs, desires, and incentives influence behavior; research on motivational processes in human and animal behavior, including ways in which motives change and develop.
- PSY-P 329** **SENSATION AND PERCEPTION (3 cr.)** P: PSY-P 103 or PSY-P 106. Basic data, theories, psychophysics, illusions, and other topics fundamental to understanding sensory and perceptual processes.
- PSY-P 331** **PSYCHOLOGY OF AGING (3 cr.)** P: PSY-P 103 or PSY-P 106. This course focuses on the psychological aspects of aging, including psychological theories of development, learning, memory, cognition, personality, sensation and perception, intelligence, psychopathology and its treatment.
- PSY-P 332** **SUICIDE AND DEPRESSION (3 cr.)** P: PSY-P 103 or PSY-P 106. Details multidisciplinary information about the range of suicidal behaviors, including facts and myths, historical trends, demographic factors, theories, ethical aspects, and issues of prevention and postvention. Includes a special consideration of depression and its influence on suicidal behavior.
- PSY-P 333** **SOCIAL PSYCHOLOGY OF MUSIC (3 cr.)** P: Twelve credit hours of psychology and music; with at least one course in each area, or permission of instructor. Introduction to evaluation of musical events from the perspective of social psychology, including aspects of perception, cognition, development, emotions, preferences, and culture. Credit not given for PSY-P 333 and MUS-L 418 or MUS-E 490.
- PSY-P 335** **COGNITIVE PSYCHOLOGY (3 cr.)** P: PSY-P 103 or PSY-P 106. Introduction to human cognitive processes including attention and perception, memory, psycholinguistics, problem solving, and thinking.
- PSY-P 336** **PSYCHOLOGICAL TESTS AND INDIVIDUAL DIFFERENCES (3 cr.)** P: PSY-P 103 or PSY-P 106. R: PSY-P 354. Principles of psychological testing. Representative tests and their uses for evaluation and prediction. Emphasis on concepts of reliability, validity, standardization, norms, and item analysis.
- PSY-P 354** **STATISTICAL ANALYSIS IN PSYCHOLOGY (3 cr.)** P: PSY-P 103 or PSY-P 106; MATH-M 110 or equivalent. R: MATH-M 118, PSY-P 211. Introduction to statistics, including measures of central tendency and dispersion, elementary probability, and concepts of statistical inference, decision making, and hypothesis testing. Other topics covered include regression and correlation, analysis of variance and nonparametric methods. I, II, S
- PSY-P 365** **PSYCHOLOGY OF RELIGION (3 cr.)** P: Six credit hours in either psychology or religious studies, or consent of instructor. Provides exposure to theoretical bases (e.g., behavioral, humanistic, phenomenological) and empirical research programs (e.g., biology, conversion, coping, health, human development, mental disorder, mysticism) developed by psychologists in an attempt to elucidate the role of religion in the human psychological experience.
- PSY-P 390** **SPECIAL TOPICS IN PSYCHOLOGY (1-3 cr.)** P: PSY-P 103 or PSY-P 106, consent of instructor. Studies in special topics not ordinarily covered in other departmental courses. Topics and credit vary with instructor and semester. May be repeated for credit if topic differs.
- PSY-P 391** **PSYCHOLOGY OF GENDER, RACE, AND ETHNICITY (3 cr.)** P: PSY-P 103 or PSY-P 106. Explores the impact of social and political forces on psychological development and adjustment. Focus

is on black women, but includes both genders and all races. Contemporary theory on race, gender, and class is examined.

- PSY-P 403 NONEXPERIMENTAL RESEARCH METHODS IN PSYCHOLOGY (3 cr.)** P: PSY-P 211. Provides an overview of the various nonexperimental methods used in psychology. Topics include (1) basic survey methodology including survey construction and sampling issues; (2) interviewing techniques; (3) basic correlational research including the basics of structural equation modeling; (4) secondary/archival data analysis; (5) observational data and sociometric techniques; (6) applied research techniques such as needs and program assessment; (7) participant observations; case studies. I, II
- PSY-P 420 LABORATORY IN COMMUNITY PSYCHOLOGY (3 cr.)** P: PSY-P 211, PSY-P 354, PSY-P 403, PSY-P 434. An advanced laboratory in community psychology that focuses on students engaging in systems analysis, program development and evaluation, utilization review, service delivery, and similar projects while working at a community agency. A series of tasks designed as capstone experiences for each training module in the course is required and evaluated by the instructor; additional evaluation is provided by the on-site supervisor and students perform a self-evaluation. The course is restricted to psychology majors. Meets liberal arts and sciences junior/senior-level writing requirement.
- PSY-P 421 LABORATORY IN SOCIAL PSYCHOLOGY (3 cr.)** P: PSY-P 211, PSY-P 320, PSY-P 354, PSY-P 403. Research methodology in the study of social behavior. Meets liberal arts and sciences junior/senior-level writing requirement.
- PSY-P 423 HUMAN NEUROPSYCHOLOGY (3 cr.)** P: PSY-P 326 or equivalent. A critical examination of neurological functioning with respect to human and other animal behavior. The behavioral functions or neural structures and systems are assessed through understanding the behavioral consequences of brain damage and through basic experimental study.
- PSY-P 429 LABORATORY IN DEVELOPMENTAL PSYCHOLOGY (3 cr.)** P: PSY-P 211; PSY-P 216 or PSY-P 316, or PSY-P 331, PSY-P 354, PSY-P 403. Principal research methods in developmental psychology and their application to selected problems in the development of humans. Meets liberal arts and sciences junior/senior-level writing requirement.
- PSY-P 430 BEHAVIOR MODIFICATION (3 cr.)** P: Junior standing and 9 credit hours of psychology, including PSY-P 324 and PSY-P 325. Principles, techniques, and applications of behavior modification, including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognition.
- PSY-P 434 COMMUNITY PSYCHOLOGY (3 cr.)** P: Five credit hours of psychology. A social orientation to problems of mental health, social adaptation, delivery systems, and community change.
- PSY-P 435 LABORATORY IN HUMAN LEARNING AND COGNITION (3 cr.)** P: PSY-P 211, PSY-P 325 or PSY-P 335 or PSY-P 438, PSY-P 354, and PSY-P 403. Experimental studies of human learning and cognitive processes. Meets liberal arts and sciences junior/senior-level writing requirement.
- PSY-P 438 LANGUAGE AND COGNITION (3 cr.)** P: Five credit hours of psychology. Methods, research, and theory in psycholinguistics. Examination of speech perception, speech production, psychological studies of syntax and semantics, language development, cognitive basis of linguistic theory, neurology of language, and language comprehension and thought.
- PSY-P 443 COGNITIVE DEVELOPMENT (3 cr.)** P: PSY-P 216 or PSY-P 316. Human cognitive development. Topics may include language, problem solving, conceptual growth, perception, and cultural influences.
- PSY-P 445 THE PSYCHOLOGY OF PREVENTION (3 cr.)** P: Six credit hours of psychology or consent of instructor. Survey of literature on the prevention of human psychopathology; including consideration of existing preventive methods; goals of prevention; and social, psychological, and political issues in the development of preventive psychology.
- PSY-P 459 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 cr.)** P: Twelve credit hours of psychology. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system making. Emphasizes integration of recent trends. I, II
- PSY-P 460 WOMEN: A PSYCHOLOGICAL PERSPECTIVE (3 cr.)** P: Twelve credit hours psychology, or 3 credit hours psychology, and 3 in women's studies. Basic data and theories about the development and maintenance of gender differences in behavior and personality.

P = Prerequisite, R = Recommended, C = Concomitant

I = fall semester, II = spring semester, S = summer session(s)

- PSY-P 495 READINGS AND RESEARCH IN PSYCHOLOGY (1-3 cr.)** P: Consent of instructor. Without special consent of the departmental chairperson, a student may enroll in only one PSY-P 495 independent study section during a given semester.
- PSY-P 495 PROFESSIONAL PRACTICE PROGRAM INTERNSHIP (1-3 cr.)** P: Consent of instructor. Participation in a practicum in an applied area. The applied areas focus on problems in the community, such as problems of the mentally retarded, children, aged, family relations, industrial relations, and mental health. Students must register through the professional practice program as well as have approval of the psychology instructor. S/F grading.
- PSY-P 495 SUPERVISED RESEARCH (1-3 cr.)** Active participation in research. An independent experiment of modest size; participation in ongoing research in a single laboratory.
- PSY-P 499 HONORS THESIS RESEARCH (12 cr. max.)** P: Approval of departmental Honors Committee. May be substituted for advanced laboratory requirement in the program for major (with approval of departmental chairperson).

*A maximum of 15 credit hours in independent study courses (PSY-P 495 and PSY-P 499) may be counted toward graduation except as authorized by the student's advisor, the instructor concerned, and the departmental chairperson.*

## **REL: RELIGIOUS STUDIES**

- REL-R 152 RELIGIONS OF THE WEST (3 cr.)** Patterns of religious life and thought in the West: continuities, changes, and contemporary issues.
- REL-R 153 RELIGIONS OF THE EAST (3 cr.)** Modes of thinking, views of the world and the sacred, the human predicament and paths to freedom, human ideals and value systems in the religions of India, China, and Japan.
- REL-R 160 RELIGION AND AMERICAN CULTURE (3 cr.)** Traditional patterns of encounter with the sacred. Secularization of Western culture. Religious elements in contemporary American culture.
- REL-R 210 INTRODUCTION TO OLD TESTAMENT/HEBREW BIBLE (3 cr.)** Development of its beliefs, practices, and institutions from the Patriarchs to the Maccabean period. Introduction to the biblical literature and other ancient Near East documents.
- REL-R 220 INTRODUCTION TO NEW TESTAMENT (3 cr.)** Origins of the Christian movement and development of its beliefs, practices, and institutions in the first century. Primary source is the New Testament, with due attention to non-Christian sources from the same environment.
- REL-R 335 RELIGION IN EARLY AMERICA (3 cr.)** European background of American religious history, Puritanism, Pietism, religious aspects of the Enlightenment, religious experiences and ideas of African Americans and Native Americans, religion in the American Revolution, the impact of immigration on religion in the early nineteenth century, and the role of religion in the Civil War.
- REL-R 336 RELIGION IN MODERN AMERICA (3 cr.)** Rise of liberalism, modernism, fundamentalism, and pentacostalism; Catholic and Jewish developments, especially the impact of immigration on those traditions; and the state of American religion since World War II.

## **SCS: SCHOOL OF CONTINUING STUDIES: GENERAL STUDIES**

- SCS-G 299 SELF-ACQUIRED COMPETENCY (1-30 cr.)** Credit hours granted for college-level learning on the basis of prior learning portfolio. S/F graded.
- SCS-G 499 SELF-ACQUIRED COMPETENCY (1-30 cr.)** Credit hours granted for college-level learning on the basis of prior learning portfolio. S/F graded.

## **SOC: SOCIOLOGY**

- SOC-B 190 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 cr.)** Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior. I, II, S

- SOC-S 161 PRINCIPLES OF SOCIOLOGY (3 cr.)** A general introduction to sociology, its perspectives, concepts, theories and findings. Multiple-section departmental course. Credit not given for more than one of the following courses: HON-H 100, SOC-H 100, SOC-R 100, SOC-S 100, SOC-S 161. I, II, S
- SOC-S 163 SOCIAL PROBLEMS (3 cr.)** A survey of major social problems, including such issues as drugs, alcoholism, crime, poverty, unemployment, ecology, and housing. I, II, S
- SOC-S 164 MARITAL RELATIONS AND SEXUALITY (3 cr.)** Analysis of courtship, marriage and its alternatives, and the basic issues of human sexuality, with an emphasis on contemporary American society. I, II, S
- SOC-S 230 SOCIETY AND THE INDIVIDUAL: MICROSOCIOLOGY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. An introduction to social psychology, analyzing the reciprocal relations between individuals and their social environments with emphasis on interpersonal relations and symbolic interaction.
- SOC-S 258 ELEMENTARY SOCIAL RESEARCH TECHNIQUES: QUANTITATIVE METHODS (3 cr.)** P: MATH-M 14 or equivalent. An introduction to quantitative techniques of data gathering and analysis used in sociological research. Required for sociology majors.
- SOC-S 260 ANALYSIS OF SOCIAL ISSUES (3 cr.)** P: SOC-S 161, SOC-S 163, or ANTH-E 105. Introduction to the analysis of social issues.
- SOC-S 268 SEMINAR IN APPLIED SOCIAL RESEARCH: QUALITATIVE METHODS (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. An introduction to qualitative techniques of data gathering and analysis used in sociological research. Required for sociology majors. I, II
- SOC-S 306 URBAN SOCIETY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. A study of cities and urbanization in the modern world; special consideration of ecological patterning, urban lifestyles, and urban problems.
- SOC-S 310 THE SOCIOLOGY OF WOMEN IN AMERICA (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. The study of the situation of women in America today—its definition, changes, and consequences. Specific issues may include spousal abuse, rape, the role of homemaker, being different, feminism.
- SOC-S 313 RELIGION AND SOCIETY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. An examination of the social aspects of religious value systems, including the nature of religion and religiosity, the functional significance of religion for individuals and societies, and the relationship of religious phenomena to other aspects of human social life.
- SOC-S 314 SOCIAL ASPECTS OF HEALTH AND MEDICINE (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. An examination of the social aspects of health and illness; utilization of health services; the role of hospitals and health care professionals, including medical care systems in cross-cultural contexts.
- SOC-S 315 SOCIOLOGY OF WORK (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Survey of the changing nature of work, especially in the United States, with a focus on the distribution of employment, specialization and the division of labor, careers and life cycles, professionalization, leisure, dissatisfaction with work.
- SOC-S 316 SOCIOLOGY OF THE FAMILY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Analysis of the structures and processes of the family in modern and traditional societies from various theoretical perspectives. Focus on relationships of the family to other social subsystems and on interaction within the family in connection with these interrelationships.
- SOC-S 317 INEQUALITY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Consideration of classical and contemporary theories of social stratification and inequality. Issues include wealth and poverty, the historical development of social classes, family and stratification, social mobility, sexual and racial stratification.
- SOC-S 319 SOCIOLOGY OF SCIENCE (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Examines issues such as the development and structure of the scientific community; normative structure of science; cooperation, competition, and communication among scientists; scientists' productivity, careers, and rewards; development of scientific specialties; and relationship between science and society.
- SOC-S 324 SOCIOLOGICAL ASPECTS OF MENTAL ILLNESS (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Social factors in mental illness: incidence and prevalence by social and cultural categories, variations in societal reaction, social organization of treatment institutions.

- SOC-S 328 JUVENILE DELINQUENCY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. A study of the nature, incidence, causes, control, and theories of juvenile delinquency in modern societies.
- SOC-S 331 SOCIOLOGY OF AGING (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Examination of theoretical issues and practical problems associated with aging. Emphasis on social and social-psychological dimensions, with some treatment of the demographic, political, economic, and familial aspects of old age, including, for example, self-concept, sexuality, medical care, housing, victimization, and death.
- SOC-S 335 RACE AND ETHNIC RELATIONS (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. A study of racial and ethnic groups and relations in the United States and worldwide, focusing on identity, interaction, conflict, and social stratification.
- SOC-S 338 SOCIOLOGY OF GENDER ROLES (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Examines the causes, correlates, and consequences of current gender role definitions, and considers personal and institutional barriers to equality of women and men resulting from socialization (e.g. education, media, language), discrimination, and other structural arrangements (e.g. family, work).
- SOC-S 341 SOCIOLOGY OF MEN/MASCULINITIES (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Study of what it means to *be a man* in modern society. Focus on historical contexts, differences among men, social institutions (e.g., families, religion, economy, politics, sports) and social construction of masculinities.
- SOC-S 348 INTRODUCTION TO SOCIOLOGICAL THEORY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. An intensive examination of the classic tradition in sociological theory, i.e., Durkheim, Marx, Mead, Summel, Weber, etc. Attention is paid to basic concepts, substantive themes, and methods of social analysis. I, II
- SOC-S 349 TOPICS IN CONTEMPORARY SOCIAL THEORY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163, or an approved theory course. Topics announced in the *Schedule of Classes*. An in-depth analysis of one or two key areas or trends in contemporary sociology. Examples include American theory, deconstruction, critical theory, feminist theory, hermeneutics, neoMarxism, postmodernism. May be repeated for credit with a different topic. Approved as a junior/senior-level writing course in liberal arts and sciences. I, II
- SOC-S 351 SOCIAL STATISTICS (3 cr.)** P: MATH-M 14 or equivalent. Introduction to statistics, including measures of central tendency and dispersion, probability, statistical inference and hypothesis testing, regression and correlation, and analysis of variance. A general introduction to computers with a special emphasis on the use of computers for statistical analysis. Computers are used throughout this course. I, II
- SOC-S 360 TOPICS IN SOCIAL POLICY (3 cr.)** P: SOC-S 161 or ANTH-E 105 or SOC-S 163. Topics announced in the *Schedule of Classes*. Examples: environmental affairs, poverty, regulation of science and technology, urban problems, population control, affirmative action, housing. May be repeated for credit with a different topic.
- SOC-S 362 WORLD SOCIETIES AND CULTURES (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Topics announced in the *Schedule of Classes*. An analysis of the social, cultural, political, and historical foundations of societies and cultures from around the world. Can be conducted in the field or on campus. May be repeated for credit with a different topic. S
- SOC-S 405 SELECTED SOCIAL INSTITUTIONS (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Seminar. Topics announced in the *Schedule of Classes*. Systematic examination of a particular social institution—for example, modern science, education, the legal system, the mass media, the federal government, sports—from the perspective of current sociology. May be repeated for credit with a different topic.
- SOC-S 410 TOPICS IN SOCIAL ORGANIZATION (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Seminar. Topics announced in the *Schedule of Classes*. Examples: social stratification, power and domination, social change, community organizing, urban social organization, biosociology. May be repeated for credit with a different topic.
- SOC-S 422 CONSTRUCTING SEXUALITY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. A sociological examination of a variety of forms of human sexuality from the perspectives of social constructionism and politics of sexuality.
- SOC-S 431 TOPICS IN SOCIAL PSYCHOLOGY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Seminar. Topics announced in the *Schedule of Classes*. Examples: socialization, identity formation, public



opinion, language and social behavior, symbolic interaction, the sociology of everyday life. May be repeated for credit with a different topic.

- SOC-S 441 TOPICS IN SOCIAL THEORY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Seminar. Topics announced in the *Schedule of Classes*. Systematic examination of a particular theoretical tradition or issue. May be repeated for credit with a different topic.
- SOC-S 444 RESEARCH CONFERENCE PRACTICUM (1 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163 and prior consent of the instructor. An independent research project, formulated and conducted in consultation with a faculty sponsor, culminating in an analytical paper. May be repeated for credit, up to a maximum of 9 credit hours, although only 3 credit hours may be applied to a major or a minor in sociology. This course cannot substitute for the 400-level seminars required of majors and minors.
- SOC-S 468 RESEARCH PROBLEMS IN SOCIOLOGY (1-3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163; SOC-S 258 or SOC-S 268; and prior consent of instructor. An independent research project, formulated and conducted in consultation with a faculty sponsor, culminating in an analytical paper. May be repeated for credit, up to a maximum of 9 credit hours, although only 3 credit hours may be applied to a major or a minor in sociology. This course cannot substitute for the 400-level seminars required of majors and minors. I, II, S
- SOC-S 494 FIELD EXPERIENCE IN SOCIOLOGY (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163, and one other course at the 200-level or above, and prior consent of instructor. Involves placement in a field setting appropriate to sociology and to the student's career objectives, under the supervision of a qualified professional. May be repeated for credit, up to a maximum of 6 credit hours, although only 3 credit hours may be applied to a major or minor in sociology. This course can substitute for one of the 400-level seminars required of majors and minors. I, II, S
- SOC-S 495 INDIVIDUAL READINGS IN SOCIOLOGY (1-3 cr.)** P: Prior consent of instructor. Independent study arrangement involving systematic schedule of readings sponsored and supervised by a faculty member in sociology. May be repeated for credit, up to a maximum of 9 credit hours, although only 3 credit hours may be applied to a major or a minor in sociology. This course cannot substitute for the 400-level seminars required of majors and minors. I, II, S

## SPAN: SPANISH

*All world language classes may require homework using audio, visual, or computer-based materials in the world language resource center.*

- SPAN-S 101 ELEMENTARY SPANISH I (3 cr.)** Introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary.
- SPAN-S 102 ELEMENTARY SPANISH II (3 cr.)** P: SPAN-S 101 or equivalent. Introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary.
- SPAN-S 116 ELEMENTARY SPANISH 2 WITH REVIEW (4 cr.)** P: SPAN-S 101 or equivalent. Introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary. Includes review of essential first semester skills. S
- SPAN-S 203 SECOND-YEAR SPANISH I (3 cr.)** P: SPAN-S 102 or equivalent. Intermediate structure and vocabulary, coordinated with literary and cultural readings. Practice in composition and conversation.
- SPAN-S 204 SECOND-YEAR SPANISH II (3 cr.)** P: SPAN-S 203 or equivalent. Intermediate structure and vocabulary, coordinated with discussion in Spanish of contemporary Hispanic literature and Spanish civilization. Practice in composition and conversation.
- SPAN-S 275 HISPANIC CULTURE AND CONVERSATION (3 cr.)** P: SPAN-S 203 or equivalent or consent of instructor. Practice of language skills through reading and discussion of Hispanic culture. Treats facets of popular culture, diversity of the Spanish-speaking world, and themes of social and political importance. Conducted in Spanish.
- SPAN-S 284 WOMEN IN HISPANIC CULTURE (3 cr.)** Traditional vision of women in the societies of both Spain and Latin America. The modification of this vision during the nineteenth century. Present status of women in the Hispanic world (Spain and Latin America).

- SPAN-S 298 SECOND-YEAR SPANISH (3 or 6 cr.)** A student who places at the third-year level on the language placement examination and completes a course at the third-year level is eligible for 6 credit hours of special credit in SPAN-S 298. A student who places in the second semester of the second year and completes a course at the second-semester, second-year level is eligible for 3 credit hours of special credit in SPAN-S 298. If the grade earned is A, the student receives the grade A for special credit; if the grade earned is B, the student receives the grade S for special credit. No special credit is given if the grade earned is less than B.
- SPAN-S 303 THE HISPANIC WORLD (3 cr.)** A variable topics course which has examined the use of the essay form in Octavio Paz's writings and considered the Spanish/Amerindian encounter. The course is meant as an immersion experience, meeting four hours a day for two weeks during the first summer session. Students may take the course two times for credit. S
- SPAN-S 305 MASTERPIECES OF SPANISH LITERATURE 1 (3 cr.)** P: SPAN-S 204 or equivalent. Texts selected from the eighteenth, nineteenth, and twentieth centuries. Historical background, literary movements, authors.
- SPAN-S 306 MASTERPIECES OF SPANISH LITERATURE 2 (3 cr.)** P: SPAN-S 204 or equivalent. Texts selected from Middle Ages to 1700, with emphasis on Golden Age. Historical background, literary movements, authors.
- SPAN-S 313 WRITING SPANISH I (3 cr.)** P: SPAN-S 204 or equivalent. Grammar review, composition, and conversation in Spanish. Comparison of written language to spoken language.
- SPAN-S 314 WRITING SPANISH II (3 cr.)** P: SPAN-S 313 or equivalent. Grammar review, composition, and composition in Spanish. Comparison of written language to spoken language.
- SPAN-S 317 SPANISH CONVERSATION (3 cr.)** P: SPAN-S 204 or equivalent. International study in Cuernavaca, Mexico.
- SPAN-S 325 ORAL SPANISH FOR TEACHERS (3 cr.)** P: SPAN-S 204. Intermediate conversation for formal and informal settings. Intensive practice in pronunciation and diction, with individual corrective work in language laboratory. Intermediate grammar review coordinated with cultural themes.
- SPAN-S 363 INTRODUCCIÓN A LA CULTURA HISPÁNICA (3 cr.)** P: SPAN-S 204 or equivalent. Introduction to the cultural history of Spanish-speaking countries, with literary, artistic, social, economic, and political emphases.
- SPAN-S 411 SPANISH CULTURE AND CIVILIZATION (3 cr.)** P: SPAN-S 313 or equivalent. A course to integrate historical, social, political, and cultural information about Spain.
- SPAN-S 412 LATIN AMERICAN CULTURE AND CIVILIZATION (3 cr.)** P: SPAN-S 313, SPAN-S 314, or equivalent. A course to integrate historical, social, political, and cultural information about Spanish America.
- SPAN-S 416 MODERN HISPANIC POETRY (3 cr.)** P: SPAN-S 305 or SPAN-S 306. Major movements and directions in Hispanic poetry from Modernism, Generation of 1898, Vanguardismo, Generation of 1927, to the present. Close study of selected poets such as Dario, Machado, Neruda, Lorca, Salinas, Paz. Literary relations between Latin America and Spain.
- SPAN-S 418 HISPANIC DRAMA (3 cr.)** P: SPAN-S 305 or SPAN-S 306. Forms, traditions, themes, and periods of Hispanic drama from the Renaissance to the present.
- SPAN-S 450 DON QUIXOTE (3 cr.)** P: SPAN-S 305 or SPAN-S 306. Detailed analysis of Cervantes' novel. Life and times of the author. Importance of the work to the development of the novel as an art form.
- SPAN-S 477 TWENTIETH CENTURY SPANISH-AMERICAN PROSE FICTION (3 cr.)** P: SPAN-S 305, SPAN-S 306, or equivalent. Close readings of representative novelists and short story writers including established authors (Borges, Asturias, Arreola, Carpentier) and promising young writers.
- SPAN-S 478 MODERN SPANISH NOVEL (3 cr.)** P: SPAN-S 305 or SPAN-S 306. The Spanish novel from the beginning of Realism, around 1850, through post-Civil War novels of the twentieth century.
- SPAN-S 494 INDIVIDUAL READINGS IN HISPANIC LITERATURE (1-3 cr.)** P: Consent of department. May be repeated. Not more than 3 credit hours can be applied toward major requirements.
- SPAN-S 496 FOREIGN STUDY IN SPANISH (1-3 cr.)** See department.

**SPCH: SPEECH COMMUNICATION**

- SPCH-C 320 ADVANCED PUBLIC SPEAKING (3 cr.)** P: SPCH-S 121. Development of a marked degree of skill in preparation and delivery of various speeches, with emphasis on depth of research, clarity of organization, application of proof, and use of multimedia presentation aids.
- SPCH-S 121 PUBLIC SPEAKING (3 cr.)** Theory and practice of public speaking; training in thought processes necessary to organize speech content; analysis of components of effective delivery and language.
- SPCH-S 122 INTERPERSONAL COMMUNICATION (3 cr.)** Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes, in dyads and small groups.
- SPCH-S 160 SPEECH CORRECTION FOR CLASSROOM TEACHING (3 cr.)** Classification and methods of therapy for speech and hearing disorders; emphasis on rehabilitation that can be given by teacher to children in classroom situations. Primarily for education majors.
- SPCH-S 205 INTRODUCTION TO SPEECH COMMUNICATION (3 cr.)** P: SPCH-S 121. Overview of fundamental theoretical and methodological issues involved in the social scientific and critical study of human communication. Analyzes influences on, and impact of, communication in dyadic, group, public, and mediated contexts.
- SPCH-S 223 BUSINESS AND PROFESSIONAL SPEAKING (3 cr.)** P: SPCH-S 121. Preparation and presentation of types of speeches and oral reports appropriate to group discussion. Recommended for business majors.
- SPCH-S 228 ARGUMENTATION AND DEBATE (3 cr.)** P: SPCH-S 121. Evidence and argument in persuasive discourse; practice in argumentative speaking and critical thinking.
- SPCH-S 229 DISCUSSION AND GROUP METHODS (3 cr.)** P: SPCH-S 121. Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.
- SPCH-S 304 COMMUNICATION AND SOCIAL CONFLICT (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Examination of social movements and conflict in contemporary society. Emphasis on critiquing classic and contemporary social conflict.
- SPCH-S 321 RHETORIC AND MODERN DISCOURSE (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Theories of rhetoric from the Greco-Roman period through Medieval and Renaissance periods and into the twenty-first century.
- SPCH-S 322 ADVANCED INTERPERSONAL COMMUNICATION (3 cr.)** P: SPCH-S 121, SPCH-S 122. Extensive research and analysis of interpersonal communication strategies affecting persons in relationships, work, social settings, and in public groups.
- SPCH-S 324 PERSUASION (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Rhetorical/theoretical and experimental theories of persuasion; persuasion as a social force.
- SPCH-S 336 CURRENT TOPICS IN COMMUNICATION (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the *Schedule of Classes*. May be repeated once for credit.
- SPCH-S 380 NONVERBAL COMMUNICATION (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Provides a conceptual and theoretical foundation for understanding how nonverbal communication influences perceptions of others and the ways in which nonverbal communication reflects emotions, status, sex roles, etc. The course explores how nonverbal communication facilitates retention, comprehension, and persuasiveness of verbal information, including the ability to detect deceptive communication.
- SPCH-S 398 INDEPENDENT STUDY IN SPEECH COMMUNICATION (1-6 cr.)** P: SPCH-S 121 or SPCH-S 205, junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated up to a total of 6 credit hours.
- SPCH-S 400 SENIOR SEMINAR (3 cr.)** P: SPCH-S 205. The capstone course in speech communication. Students produce scholarly research.

- SPCH-S 405 HUMAN COMMUNICATION THEORY (3 cr.)** P: SPCH-S 121, SPCH-S 205, or consent of instructor. Survey of contemporary theories of human communication with emphasis on the nature of theory construction and contributions of allied disciplines to communication theory.
- SPCH-S 421 SPEECH CRITICISM (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Rhetorical criticism exemplified by selected studies, ancient and modern; development of contemporary standards and methods of appraisal.
- SPCH-S 427 CROSS CULTURAL COMMUNICATION (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Survey of national, cultural, and cross-cultural persuasion in theory and practice. Examines the role that communication plays across cultures, including ethnicity, language, race, media, religion, age, gender identification, and sexual orientation. Utilizes three approaches to intercultural communication: social-psychological, interpretive, and critical.
- SPCH-S 440 ORGANIZATIONAL COMMUNICATION (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Examination of internal and external communication in business and other professional organizations, with emphasis on theory, techniques, practices, goals, and the social environment in which such communication exists.
- SPCH-S 444 POLITICAL COMMUNICATION (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Processes, modes, and effects of public communication by political campaigns, interest groups, and individuals attempting to influence public opinion and political action through election campaigns, legislative sessions, and the public dialogue.
- SPCH-S 450 GENDER AND COMMUNICATION (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Examines the extent to which biological sex and gender role orientation and stereotypes influence the process of communication. Focuses on gender differences in decoding and encoding verbal and nonverbal behavior, development of sex roles, cultural assumption, and stereotypes regarding gender differences in communication. Analyses of how the media present, influence, and reinforce gender stereotypes.
- SPCH-S 490 PROFESSIONAL PRACTICE INTERNSHIP (3-6 cr.)** P: SPCH-S 205, JOUR-C 200, and two courses from within track. Supervised professional experience in speech communication.

## **SPEA: SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS**

- SPEA-E 162 ENVIRONMENT AND PEOPLE (3 cr.)** An interdisciplinary examination of the problems of population, pollution, and natural resources and their implications for society. Credit not given for both SPEA-E 162 and SPEA-E 262.
- SPEA-H 120 CONTEMPORARY HEALTH ISSUES (3 cr.)** An examination of current public health, environmental health, and health service delivery issues in the United States. Topics include the organization and cost of health systems, access to care, the interrelationships between risk factors and health, and environmental challenges facing our society and their impact on health.
- SPEA-H 316 ENVIRONMENTAL HEALTH (3 cr.)** An orientation to the broad concerns of environmental and health interactions. Topics considered include vector control food sanitation, air quality control, water and waste water treatment and quality control, solid and hazardous waste management, industrial hygiene, radiation safety, and public safety as well as related policy and administrative techniques.
- SPEA-H 320 HEALTH SYSTEMS ADMINISTRATION (3 cr.)** An overview of the United States health care delivery system. It examines the organization, function, and role of the system; current system problems; and alternative systems or solutions.
- SPEA-H 322 PRINCIPLES OF EPIDEMIOLOGY (3 cr.)** A basic overview of epidemiologic methodology and techniques. Both communicable and chronic disease risk factors are discussed, along with data acquisition, analysis techniques, and current published epidemiological studies.
- SPEA-H 342 COMMUNITY HEALTH EDUCATION (3 cr.)** A study of theory and practice in the field of professional health education. The process of behavioral change is examined. Procedures for the planning, delivery, and evaluation of health education practice are considered.
- SPEA-H 352 HEALTH FINANCE AND BUDGETING (3 cr.)** P: BUS-A 201. A study of the financial management of health care facilities based on generally accepted business principles. Accounting and managerial control of cash, accounts receivable, inventory control, budgeting and cost control, as well as accounting and evaluation of short- and long-term debt is examined.

- SPEA-H 354 HEALTH ECONOMICS (3 cr.)** This course familiarizes students with economic tools and principles applied to health care and policy. In addition to the textbook, students analyze recent articles or federal policy.
- SPEA-H 371 HUMAN RESOURCE MANAGEMENT IN HEALTH CARE (3 cr.)** This course covers the function of management which is concerned with the acquisition, development, and use of human resources in the field of health care delivery. Labor relations relating to health care delivery are also included.
- SPEA-H 401 STRATEGIC PLANNING FOR HEALTH CARE ORGANIZATIONS (3 cr.)** This course examines strategic planning techniques as they apply to health care organizations. Students develop and defend a comprehensive strategic plan for a case facility. One half of the course is conducted in a working format.
- SPEA-H 402 HOSPITAL ADMINISTRATION (3 cr.)** P: SPEA-H 320. The study of organization, structure, function, and fiscal operations within hospitals. The role of the hospital in the community, relationship to official and voluntary health agencies, coordination of hospital departments, and managerial involvement is examined.
- SPEA-H 411 LONG-TERM CARE ADMINISTRATION (3 cr.)** Nursing home regulations, legal aspects, and insurance; personnel management; medical records; diet and food service; rehabilitation; nursing services; psychiatric aspects in handling of geriatric patients; professional standards; use of volunteer groups.
- SPEA-H 441 LEGAL ASPECTS OF HEALTH CARE ADMINISTRATION (3 cr.)** An overview of the liability and legal responsibility, as well as legal recourse that health care facilities may exercise. This course discusses policies and standards relating to health facility administration. Also included is a discussion of financial aspects unique to the hospital/health care facility environment, such as third-party payments and federal assistance.
- SPEA-H 455 TOPICS IN PUBLIC HEALTH (1-3 cr.)** Extensive discussion of selected topics in public health. The topic may change from semester to semester as per resource availability and student demand.
- SPEA-H 456 MANAGED CARE (3 cr.)** Course examines the organizational structures of managed care as used in the health industry. The strengths and weaknesses of managed care organizations are examined, as well as the performance of both public and private managed care organizations. Course also examines and discusses current issues surrounding managed care.
- SPEA-H 474 HEALTH ADMINISTRATION SEMINAR (3 cr.)** P: SPEA-H 320 and senior standing. This course examines current issues in public health and governmental and private initiatives to resolve these issues.
- SPEA-H 501 INTRODUCTION TO HEALTH AND MEDICAL CARE ORGANIZATION (3 cr.)** Study of individual and social determinants of the health/disease intervention process and provider and customer roles. Description and analysis of resource, process, and control components involved in the delivery of health services. Emphasis is placed on the role of applied provider and patient health care ethics. Contemporary health issues are examined.
- SPEA-H 503 HEALTH SYSTEMS ORGANIZATION AND MANAGEMENT (3 cr.)** Introduction to health systems organization and management by exploring the role of management in health services organizations to understand and apply organizational and management theories, concepts, and principles to the health field. Managerial processes, resource dependence, population ecology, contingency theory, corporate culture, managerial ethics, and total quality management prospective emphasized.
- SPEA-H 506 HEALTH SERVICES HUMAN RESOURCES MANAGEMENT (3 cr.)** This course provides the knowledge and skills needed to understand the application of personnel and labor relations techniques to the health services sector, with particular emphasis on human resources management, employee benefit programs, and labor relations, as applied to the health services delivery organization.
- SPEA-H 507 MANAGEMENT OF INDIVIDUAL AND GROUP BEHAVIOR (3 cr.)** This course provides a conceptual framework for understanding behavior in the work environment by introducing concepts concerning effective management of people in organizations. Key theories and concepts in the field of organizational behavior are introduced. The focus of this course is at the micro level of analysis, addressing topics such as individual theories of motivation, job design, diversity issues; management of work teams; group decision making; managing conflict, and leadership, influence, and power issues.

- SPEA-H 509 HEALTH SERVICES FINANCIAL MANAGEMENT I (3 cr.)** An examination of the analytical techniques used in the financial management of health care organizations, with emphasis on accounting and financial analysis, short-term asset management, and capital project analysis. Conceptual and quantitative practice is provided, using cases and computer spreadsheet programs.
- SPEA-H 514 HEALTH ECONOMICS (3 cr.)** P: 3 credit hours of undergraduate economics. Examines the principles and application of economic analysis in the health field and the economist's approach to health care issues. Provides insights offered by economic analysis of specific health issues and problems.
- SPEA-H 516 HEALTH SERVICES DELIVERY AND THE LAW (3 cr.)** Medical-legal concepts related to hospitals and other health services organizations. Course provides an in-depth understanding of the relationships of the law and the legal processes affecting the health services system. Presentation of the elements of administrative and agency processes, torts, contracts, facilities, physicians, patients, and personnel.
- SPEA-H 517 MANAGERIAL EPIDEMIOLOGY (3 cr.)** An examination of general epidemiologic methods such as population, descriptive techniques, and use of health indicators and secondary data sources. Includes design, administration, and analysis of observational and experimental studies. Emphasis is on use of epidemiologic techniques to assess community health, determine community risk factors, and evaluate community-based programs.
- SPEA-H 604 AMBULATORY CARE AND MANAGED CARE PROGRAMS (3 cr.)** P: SPEA-H 501, SPEA-H 503, SPEA-V 504, or consent of instructor. Study of the organizational and managerial aspects of ambulatory health services delivery. Focus on delivery strategies and organizational models and on the operational issues of financial control, personnel, regulation, and evaluation.
- SPEA-J 101 THE AMERICAN CRIMINAL JUSTICE SYSTEM (3 cr.)** Introduction to the criminal justice system of the United States and its function in contemporary society.
- SPEA-J 201 THEORETICAL FOUNDATIONS OF CRIMINAL JUSTICE POLICIES (3 cr.)** P: SPEA-J 101. This course examines the impact of sociological, biological, and economic theories of crime and the practice of criminal justice. Focus is upon the nature and importance of theory, context of theoretical developments, methods for the critical analysis of theoretical developments, and policy implications of the varying perspectives considered.
- SPEA-J 202 CRIMINAL JUSTICE DATA, METHODS, AND RESOURCES (3 cr.)** P: SPEA-J 101. R: MATH-M 111 or equivalent. Course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students learn to critically evaluate existing research. Students become familiar with existing sources of criminal justice data and learn to assess the quality of that data.
- SPEA-J 222 MURDER IN AMERICA: CAUSES AND CONSEQUENCES (3 cr.)** P: SPEA-J 101. An investigation of homicide in the United States. Focus on the level and nature of homicides as well as domestic homicides, serial and mass murder, race, ethnicity and gender, drugs and alcohol, school and workplace homicides, investigation, profiling and the death penalty, and homicide prevention and intervention programs.
- SPEA-J 301 SUBSTANTIVE CRIMINAL LAW (3 cr.)** P: SPEA-J 101. The development, limitations, and application of substantive criminal law using the case-study method.
- SPEA-J 302 PROCEDURAL CRIMINAL LAW (3 cr.)** P: SPEA-J 101. Criminal law application and procedure from the initiation of police activity through the correctional process utilizing the case-study method.
- SPEA-J 303 EVIDENCE (3 cr.)** P: SPEA-J 101. The rules of law governing proof at trial of disputed issues of fact; burden of proof; presumptions and judicial notice; examination, impeachment, competency, and privileges of witnesses; hearsay rule and exceptions. All related as nearly as possible to criminal as opposed to civil process.
- SPEA-J 304 CORRECTIONAL LAW (3 cr.)** P: SPEA-J 101. Legal problems from conviction to release: presentence investigation, sentencing, probation and parole; incarceration, loss and restoration of civil rights.
- SPEA-J 305 JUVENILE JUSTICE SYSTEM (3 cr.)** P: SPEA-J 101. Current developments in the legal, administrative, and operational aspects of the juvenile justice system.
- SPEA-J 306 THE CRIMINAL COURTS (3 cr.)** P: SPEA-J 101. This course examines the characteristics and operation of criminal trial courts. The course focuses on how defendants are processed through trial courts, the roles of various participants, and the potential for reform.

- SPEA-J 320 CRIMINAL INVESTIGATION (3 cr.)** P: SPEA-J 101. Theory of investigation, crime scene procedures, interviews, interrogations, surveillance, and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes.
- SPEA-J 321 AMERICAN LAW ENFORCEMENT (3 cr.)** P: SPEA-J 101. A broadly-based study of the operations and interrelationships of the American police system, including discussion of the limitations of the police function, interjurisdictional matters, and intra-agency processes.
- SPEA-J 331 CORRECTIONS (3 cr.)** P: SPEA-J 101. A survey of contemporary correctional systems including analysis of federal, state, and local corrections; adult and juvenile facilities and programs; probation and parole.
- SPEA-J 355 GLOBAL CRIMINAL JUSTICE PERSPECTIVES (3 cr.)** P: SPEA-J 101. An international review of select criminal justice perspectives and systems within the primary legal traditions of common, civil, Islamic, and socialist systems, as well as those that do not fit into established categories, such as Native American and African tribal justice.
- SPEA-J 370 SEMINAR IN CRIMINAL JUSTICE (3 cr.)** P: SPEA-J 101. Selected contemporary topics in criminal justice. May be repeated for credit.
- SPEA-J 376 PRINCIPLES OF PUBLIC SAFETY (3 cr.)** P: SPEA-J 101. Examination of threats to public safety and of governmental response at various levels to those threats. Treatment of such areas as transportation and highway threats; occupational safety and health; criminal threats; emergency and disaster planning; consumer protection; and fire control and suppression. Discussion of techniques to identify and measure risk, the acceptability of risk, and governmental attempts to control risk.
- SPEA-J 380 INTERNSHIP IN CRIMINAL JUSTICE (1-6 cr.)** P: permission of instructor. Open to interested students who qualify, upon approval of the faculty. Students may be placed with various criminal justice agencies for assignment to a defined task relevant to their educational interests. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours. May be repeated for credit. Course is S/F graded.
- SPEA-J 439 CRIME AND PUBLIC POLICY (3 cr.)** P: SPEA-J 101. R: SPEA-J 201 and SPEA-J 202. A detailed examination of the major effects designed to control or reduce crime. A review of existing knowledge is followed by an investigation of current crime control theories, proposals, and programs.
- SPEA-J 440 CORRECTIONS IN THE COMMUNITY (3 cr.)** P: SPEA-J 101. A detailed analysis of correctional alternatives to incarceration that focus on the reintegration of the offender while remaining in the community. Because of their extensive use, considerable attention is given to probation and parole. Other topics include diversion, community residential programs, restitution, halfway houses, and home detention.
- SPEA-J 445 TRENDS IN CORRECTIONS (3 cr.)** P: SPEA-J 101. Analysis and evaluation of contemporary correctional systems. Discussion of recent research concerning the correctional institution and the various field services.
- SPEA-J 460 POLICE IN THE COMMUNITY (3 cr.)** P: SPEA-J 101. In-depth examination of crime as an urban policy problem, focusing on the role of police and victims in defining crime as a policy problem, and their role in seeking to reduce the incidence of crime.
- SPEA-J 470 SEMINAR IN CRIMINAL JUSTICE (3 cr.)** P: Senior standing. Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice system.
- SPEA-J 480 RESEARCH IN CRIMINAL JUSTICE (1-6 cr.)** P: Junior standing and consent of instructor. Individual research under guidance of faculty member.
- SPEA-K 300 STATISTICAL TECHNIQUES (3 cr.)** P: MATH-M 14 or equivalent. R: MATH-M 118. An introduction to statistics. Nature of statistical data. Ordering and manipulation of data. Measures of central tendency and dispersion. Elementary probability. Concepts of statistical inference decision: estimation and hypothesis testing. Special topics discussed may include regression and correlation, analysis of variance, non-parametric methods. Credit not given for both SPEA-K 300, and BUS-E 270, SOC-S 250/SOC-S 251, or MATH-K 310.
- SPEA-V 170 INTRODUCTION TO PUBLIC AFFAIRS (3 cr.)** Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.
- SPEA-V 252 CAREER DEVELOPMENT (1-3 cr.)** Course highlights include: identification of work values and personality preference, career research assignment, networking assignments designed to prepare students for contact with employers, in-depth tutorial and feedback concerning how to craft a marketable resume and cover letter, and development of an overall career development plan.

- SPEA-V 263 PUBLIC MANAGEMENT (3 cr.)** P: SPEA-V 170. An examination of the management process in public organizations in the United States. Special attention is given to external influences on public managers, the effects of the intergovernmental environment and, in particular, problems of management in a democratic, limited government system. II
- SPEA-V 264 URBAN STRUCTURE AND POLICY (3 cr.)** P: SPEA-V 170. An introduction to urban government and policy issues. Topics include: urban government structure and policy making, the economic foundations and development of cities, demography of cities and suburbs, land-use planning, and other selected urban policy problems.
- SPEA-V 272 TERRORISM AND PUBLIC POLICY (3 cr.)** P: SPEA-V 170. A survey of the incidence of terrorism in democratic societies, with particular emphasis on public policy responses designed to combat terrorism in cities. Overviews of ongoing conflicts with terrorist organizations in various countries are interspersed with analyses of significant terrorist events and public policies and responses such events create.
- SPEA-V 362 NONPROFIT MANAGEMENT AND LEADERSHIP (3 cr.)** Students in this course examine the management practices of nonprofit organizations. The course encourages students to take the perspectives of nonprofit managers, volunteers, board members, policy-makers, donors, and clients. Course projects expand understanding of the nonprofit sector and develop students' management skills, analytical tools, and knowledge.
- SPEA-V 365 URBAN DEVELOPMENT AND PLANNING (3 cr.)** P: SPEA-V 264 and SPEA-K 300. This course identifies the major problems associated with urban development in the United States, and investigates the potential of public planning strategies and tools to deal with these problems. An emphasis is placed on the application of analytical approaches to problem definition and solution.
- SPEA-V 366 MANAGING BEHAVIOR IN PUBLIC ORGANIZATIONS (3 cr.)** This course provides an introduction to the management of people in public organizations. Focus is on behavioral science in management and related analytical and experiential applications.
- SPEA-V 370 RESEARCH METHODS AND STATISTICAL MODELING (3 cr.)** P: SPEA-K 300 or equivalent. This course introduces the student to the basic methods, issues, analytical techniques, and ethical considerations of evaluation research.
- SPEA-V 371 FINANCING PUBLIC AFFAIRS (3 cr.)** P: SPEA-V 170, ECON-E 103, ECON-E 104. A survey of economic and political theories of market failures, public expenditure evaluation, economic stabilization, systems of redistribution, and fiscal federalism. Examples and applications to contemporary government decisions.
- SPEA-V 372 GOVERNMENT FINANCE AND BUDGETS (3 cr.)** Study of fiscal management in public agencies, including revenue administration, debt management, and public budgeting. I
- SPEA-V 373 PERSONNEL MANAGEMENT IN THE PUBLIC SECTOR (3 cr.)** The organization and operation of public personnel management systems with emphasis on concepts and techniques of job analysis, position classification, training, affirmative action, and motivation.
- SPEA-V 376 LAW AND PUBLIC POLICY (3 cr.)** The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.
- SPEA-V 380 INTERNSHIP IN PUBLIC AND ENVIRONMENTAL AFFAIRS (1-6 cr.)** P: Consent of instructor. Open to interested students, upon approval of the faculty. Students are placed with public agencies or governmental units for assignments to a defined task relevant to the educational interests in public affairs. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours. May be repeated for credit. S/F graded.
- SPEA-V 390 READINGS IN PUBLIC AND ENVIRONMENTAL AFFAIRS (0-3 cr.)** P: Consent of instructor. Independent readings and research related to a topic of special interest to the student. Written report required. May be repeated for credit.
- SPEA-V 412 LEADERSHIP AND ETHICS (3 cr.)** P: SPEA-V 170. This course is designed to examine the complex leadership issues and challenges facing communities and to explore how citizens and government can work together to address these challenges. This includes exploration of how the problems, conflicts, and dilemmas encountered by leaders when making decisions must be considered within an ethical framework.
- SPEA-V 432 LABOR RELATIONS IN THE PUBLIC SECTOR (3 cr.)** An introductory overview of labor relations in the public sector. Course includes the development, practice, and extent of the collective bargaining process and administration of the labor agreement by state and local governments.



- SPEA-V 450 CONTEMPORARY ISSUES IN PUBLIC AFFAIRS (1-3 cr.)** Extensive analysis of selected contemporary issues in public affairs. Topics vary from semester to semester. May be repeated for credit.
- SPEA-V 472 POLICY PROCESSES IN THE UNITED STATES (3 cr.)** P: Senior standing. Intended as an integrative senior course, primarily for SPEA students. Course content includes analytical perspectives of the policy process, the centers of policy, and the public interest. Selected cases involving problem analysis and decision making on public issues are included, as well as discussion of current policy issues.
- SPEA-V 473 MANAGEMENT APPLICATIONS SEMINAR (3 cr.)** The purpose of this seminar is to provide students with an opportunity to apply the techniques they have learned to an actual situation. Special attention is paid to feasible, as contrasted to desirable, solutions. Emphasis is given to the contextual factors involved in developing feasible solutions.
- SPEA-V 490 DIRECTED RESEARCH IN PUBLIC AND ENVIRONMENTAL AFFAIRS (0-3 cr.)** To be arranged with the individual instructor and approved by the chairperson of the undergraduate program. May be repeated for credit.
- SPEA-V 502 PUBLIC MANAGEMENT (1-3 cr.)** Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and the management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.
- SPEA-V 504 PUBLIC ORGANIZATION (3 cr.)** This course focuses on the behavior and theory of public organizations in four areas: (1) individuals and groups in public organizations; (2) the design of public organizations; (3) organization-environment relations; and (4) inter-organizational relations.
- SPEA-V 506 STATISTICAL ANALYSIS FOR PUBLIC AFFAIRS (3 cr.)** Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis, analysis of variance, regression, and other statistical techniques. Computer processing of data emphasized.
- SPEA-V 509 ADMINISTRATIVE ETHICS IN THE PUBLIC SECTOR (3 cr.)** Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, codes of ethics, to illustrate these and other such issues affecting the workplace. Case studies and medial material are used to illustrate these and other such issues affecting the workplace.
- SPEA-V 512 PUBLIC POLICY PROCESS (3 cr.)** An examination of the role of public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.
- SPEA-V 517 PUBLIC MANAGEMENT ECONOMICS (3 cr.)** Application of microeconomics concepts and techniques, including cost, elasticity, pricing, wage determination, and cost-benefit analysis, to public management and public issues and concerns. The course is designed to provide a managerial economics perspective to decision making.
- SPEA-V 518 INTERGOVERNMENTAL SYSTEMS MANAGEMENT (1-3 cr.)** Discussion of theories and approaches to systems management including responsibilities and tasks of public systems. Examination of intergovernmental relationships and intra-local governmental relationships, treatment of organizational and systems design as well as planning, decision making, and control of public systems. Discussion of applications to services such as environment, health, and human services.
- SPEA-V 522 HUMAN RESOURCE MANAGEMENT IN NONPROFIT ORGANIZATIONS (3 cr.)** Effective human resource management is vital for the long-term success of nonprofit organizations. This course explores the attachments of participants in nonprofit organizations, the motivational and personnel programs required by these attachments, and the managerial strategies for effective human resource management.
- SPEA-V 523 CIVIL SOCIETY AND PUBLIC POLICY (3 cr.)** Exploration of interaction of public policy and nonprofit organizations, drawing on history, political theory, and social science. Includes examination of regulations and taxation. Depending on instructor's interests, course covers nonprofit role in selected policy arenas (such as environment and poverty) and industries (such as international development and health care).
- SPEA-V 525 MANAGEMENT IN THE NONPROFIT SECTOR (3 cr.)** An examination of nonprofit (third-sector) organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is on United States organizations, but attention is given to the global nature of the sector.
- SPEA-V 526 FINANCIAL MANAGEMENT FOR NONPROFIT ORGANIZATIONS (3 cr.)** This course emphasizes a thorough understanding of the language and key concepts of nonprofit financial management. A working knowl-

edge of the basic analytical tools used in financial decision making for nonprofit organizations is examined through the use of computer software.

- SPEA-V 540 LAW AND PUBLIC AFFAIRS (1-3 cr.)** Explanation of law in society and its influence on public sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizens rights, among others.
- SPEA-V 547 NEGOTIATION AND DISPUTE RESOLUTION (3 cr.)** Students learn the skill of interest-based negotiation through role play and simulation. Students learn about dispute resolution techniques such as mediation, arbitration, fact finding, early neutral evaluation, ombudsmanship, and facilitation. The course covers dispute resolution in federal government and in the context of public, environmental, labor, and business disputes.
- SPEA-V 550 TOPICS IN PUBLIC AFFAIRS (1-3 cr.)** Selected research and discussion topics organized on a semester-by-semester basis, usually with significant student input in the course design.
- SPEA-V 558 FUND DEVELOPMENT FOR NONPROFITS (3 cr.)** Important aspects of the fund raising process in nonprofit organizations are covered, including techniques and strategies for assessing potential sources of support; effective use of human resources; process management; theory to underlay practice; analysis of current practice; practice standards; and discussion of ethical problems.
- SPEA-V 560 PUBLIC FINANCE AND BUDGETING (1-3 cr.)** The fiscal role of government in a mixed economy, sources of public revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.
- SPEA-V 561 PUBLIC PERSONNEL MANAGEMENT (1-3 cr.)** Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.
- SPEA-V 562 PUBLIC PROGRAM EVALUATION (1-3 cr.)** Examination of how the programs of public agencies are proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.
- SPEA-V 563 THE PLANNING PROCESS (1-3 cr.)** Seminar designed to familiarize students with planning ramifications of policy issues faced by governments. The focal topic selected for study varies. Emphasis placed on identification and analysis of substantive issues, methods employed for resolution, and application of planning techniques for achieving goals.
- SPEA-V 564 URBAN MANAGEMENT (3 cr.)** The management of public policy in American urban government, with special attention to the relationship of structure, process, and policy. Readings and case studies focus on urban management problems relating to leadership, planning, and operations.
- SPEA-V 569 MANAGING INTERPERSONAL RELATIONS (3 cr.)** P: SPEA-V 502 and SPEA-V 504. This course teaches students the theory and application of individual and group human behavior. Key interpersonal skills are modeled expertly on videotape. Students are expected to practice these key skills and receive feedback on their performance.
- SPEA-V 570 PUBLIC SECTOR LABOR RELATIONS (1-3 cr.)** An introductory overview of labor relations concepts within the framework of the public sector. The development, practice, and extent of the collective bargaining process as well as the administration of the labor agreement is examined for state agencies, local municipalities, and school districts.
- SPEA-V 575 COMPARATIVE PUBLIC MANAGEMENT AND ADMINISTRATION (3 cr.)** Reading and discussion of case studies and comparative analyses of formal organizations, with emphasis on governmental bureaucracies, public corporations, and international organizations. Topics include: bureaucratic environment and culture, technology and organizations, program evaluation, communication and decision making, and administrative structure and process.
- SPEA-V 578 INTRODUCTION TO COMPARATIVE AND INTERNATIONAL AFFAIRS (3 cr.)** The purposes of this course are to enlighten future public professionals about the promises and challenges posed by globalization, and to introduce and examine major concepts and case material from the world of comparative and international affairs.
- SPEA-V 580 READINGS IN PUBLIC AFFAIRS (1-3 cr.)** P: Written consent of instructor. Readings on selected topics in public affairs.

- SPEA-V 585 PRACTICUM IN PUBLIC AFFAIRS (1-6 cr.)** Students hold work assignments with public agencies. Grading is on an S/F basis.
- SPEA-V 590 RESEARCH IN PUBLIC AFFAIRS (1-3 cr.)** P: Written consent of instructor. Research on selected topics in public affairs.
- SPEA-V 595 MANAGERIAL DECISION MAKING (1-3 cr.)** P: SPEA-V 504 and SPEA-V 539. Applications of decision-making tools to substantive public management problems. A variety of managerial cases and issues are selected for intensive discussion and analysis.
- SPEA-V 600 CAPSTONE IN PUBLIC AND ENVIRONMENTAL AFFAIRS (1-6 cr.)** Projects in public affairs. The students work on a research and resource team to complete a project for a public-sector client. Faculty act as project managers and resource personnel.
- SPEA-V 631 HEALTH PLANNING (3 cr.)** A workshop in analysis and use of health data in a planning context. Course deals with the planning process and planning methods with an emphasis on systems theory. Class project or plan is developed, presented, and defended in a simulated public hearing format.
- SPEA-V 665 SEMINAR IN POLICY AND ADMINISTRATION (3 cr.)** Politics of program development and management. Translation of plans into viable, administrable programs. Marshaling support, political processes, strategies, constraints, tradeoffs, etc.
- SPEA-V 680 RESEARCH DESIGN AND METHODS IN PUBLIC AFFAIRS (3 cr.)** Three major areas are covered: philosophy of science, theory and design of research, and applied research methodologies. Topics play a major role in providing insights into how usable knowledge is created, defended, and replaced.

## **SWK: SOCIAL WORK**

- SWK-S 141 INTRODUCTION TO SOCIAL WORK (3 cr.)** Overall introduction to the field of social services emphasizing functions, characteristics, and ideological perspectives of agencies. May not be used to satisfy major or minor requirements in sociology. II
- SWK-S 501 PROFESSIONAL SOCIAL WORK AT THE MASTER'S LEVEL: AN IMMERSION (3 cr.)** Orients students to the profession of social work by examining the history of social work in the context of its values and ethics and by discussing the social welfare framework within which the profession exists. I, S
- SWK-S 502 RESEARCH I (3 cr.)** Introduces students to the knowledge and skills needed to evaluate their own practice and the effectiveness of social service programs within which they work. I
- SWK-S 503 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT: INDIVIDUALS, FAMILIES, AND GROUPS (3 cr.)** Focuses on individual development and functioning at all system levels with particular emphasis on the interplay of individual, family, and group system needs and resources over time. Special attention is given to issues of values and ethics and to the impact of inequality, discrimination, and differential access to opportunity within society on the development and functioning of both the individual and the family systems. I
- SWK-S 504 PROFESSIONAL PRACTICE SKILLS (5 cr.)** Introduces students to knowledge, values, and skills for generalist social work practice. The course prepares students to enhance the well-being of people and to ameliorate environmental conditions that affect them adversely. Includes laboratory experiences to provide opportunities for students to develop basic social work skills through experiential and simulation activities. Focus is on core interactional skills of social work practitioner differentially applied at all system levels and with diverse populations. II
- SWK-S 505 SOCIAL POLICY ANALYSIS AND PRACTICE (3 cr.)** Examines the political and legislative processes as these influence the development of social policy and services. Included are legislative and political processes, models of policy analysis, service delivery, and policy implementation. The effects of these on people are considered from global, political, economic, and social policy perspectives. S
- SWK-S 513 HUMAN BEHAVIOR IN SOCIAL ENVIRONMENT: ORGANIZATIONS, COMMUNITIES, AND SOCIETIES (3 cr.)** Presents theoretical frameworks for understanding organizations, communities, and society as both targets and instruments of change, focusing on the ways that organizational, community, and societal structures and processes enhance or inhibit the well-being of people. Course content includes selected social problems. Special attention is given to the impact of inequality, discrimination, and differential access to opportunity on the larger systems, as well as on individuals and groups within them. I
- SWK-S 514 PRACTICE WITH INDIVIDUAL AND FAMILY I (3 cr.)** Focuses on generalist social work practice with individuals, families, and groups. I

- SWK-S 515 SOCIAL POLICY AND SERVICES II (3 cr.)** A group of courses covering topics or content including social problems, special populations, particular social service areas, and social indicators that predict areas of future social policy transformation. (Student selects one course.) S
- SWK-S 516 SOCIAL WORK PRACTICE II: ORGANIZATIONS, COMMUNITIES, SOCIETIES (3 cr.)** This course is concerned with helping communities and other social units empower themselves and eradicate oppressive situations and practices through networking, political participation, leadership development, mobilization, utilization of resources, and other strategies and techniques. II
- SWK-S 555 SOCIAL WORK PRACTICUM I: INTRODUCTION OF PRACTICE SKILLS (3 cr.)** This course is an educationally directed practice experience in social work practice settings with approved field instructors. II
- SWK-S 600 ELECTIVE (3 cr.)** These courses are chosen from electives offered by the Social Work department on various subjects, or taken at a graduate level in a related field, as approved by the program director. S
- SWK-S 623 PRACTICE RESEARCH INTEGRATIVE SEMINAR I (3 cr.)** Provides content from various research methodologies, including qualitative and quantitative designs, to support advanced interpersonal social work practice. I
- SWK-S 651 SOCIAL WORK PRACTICUM II: INTERPERSONAL (4 cr.)** Agency-based field experience for interpersonal practice concentration students. 257 clock hours. Concurrent with SWK-S 643, SWK-S 644, or SWK-S 645. I
- SWK-S 652 SOCIAL WORK PRACTICUM III: INTERPERSONAL (5 cr.)** Agency-based field experience for interpersonal practice concentration students. 386 clock hours. Concurrent with SWK-S 643, SWK-S 644, or SWK-S 645. II
- SWK-S 661 EXECUTIVE LEADERSHIP PRACTICE (3 cr.)** Addresses administrative, management, leadership, and supervisory skills necessary for leadership practice.
- SWK-S 682 ASSESSMENT IN MENTAL HEALTH AND ADDICTIONS (3 cr.)** Recognizing the social, political, legal, and ethical implications of assessment. Students critically examine various conceptual frameworks, apply biopsychosocial and strengths perspectives to understand its multidimensional aspects.
- SWK-S 683 COMMUNITY BASED PRACTICE IN MENTAL HEALTH ADDICTIONS (3 cr.)** Provides knowledge and skills relevant to various aspects of social work practice in prevention, intervention, and treatment of selected addictions.
- SWK-S 684 MENTAL HEALTH AND ADDICTION PRACTICE WITH GROUPS (3 cr.)** Students enrolled in this course develop professional knowledge and skills for group work services to and for persons affected by mental health and addictions issues. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course.
- SWK-S 685 MENTAL HEALTH AND ADDICTION PRACTICE WITH INDIVIDUALS OR FAMILIES (3 cr.)** Students enrolled in this course develop knowledge, values and ethics, skills, and judgment necessary for competent application of selected evidence based, best practice, approaches for service to and for children, youth, adults, and families affected by mental health and addiction issues.
- SWK-S 686 SOCIAL WORK PRACTICE WITH ADDICTIONS (3 cr.)** Focuses on theory and skills needed for advanced social work practice with, and on behalf of, families. I

## **TEL: TELECOMMUNICATIONS**

- TEL-R 205 BROADCAST PERFORMANCE (3 cr.)** Field and studio performance techniques for announcers, news anchors, reporters, and other radio/television/cable on-air personnel.
- TEL-R 208 AUDIO PRODUCTION (3 cr.)** P: JOUR-C 200 and consent of instructor. Practice and principles in concepts of communication via audio for radio and television.
- TEL-R 287 PROCESS AND EFFECTS OF MASS COMMUNICATIONS (3 cr.)** An introduction to 1) communication strategies and processes in print, radio, television, film, and the Internet; and 2) psychological and social effects of these processes on various audiences in various situations.
- TEL-R 404 TOPICAL SEMINAR IN TELECOMMUNICATIONS (3 cr.)** P: Senior status or consent of instructor. Exploration of problems and issues of telecommunications in contemporary society. May be taken three times for credit with different topics.

- TEL-R 408** **ADVANCED AUDIO PRODUCTION (3 cr.)** P: TEL-T 283; and demonstrated fluency with Macintosh and PC platforms. Advanced digital and analog audio production techniques for film, radio, video, and multimedia. Topics include digitizing, formats, synthesis, filtering, and effects via digital and analog outboard techniques. Particular emphasis is placed on audio for film and video, combined audio/MIDI techniques, and production strategies for effective communication in audio.
- TEL-R 411** **NONFICTION TELEVISION (3 cr.)** P: Junior or senior status. Critical viewing and analysis course exploring major nonfiction film and television genres in history and present-day practice.
- TEL-S 300** **VIDEO ART (3 cr.)** P: TEL-T 336, or consent of the instructor; demonstrated fluency with Macintosh and PC platforms. A working knowledge of major computer graphics software packages and procedures is highly advised. A course combining exposure to major genres of contemporary video art and the production of student-designed work. Emphasis of the class is on work for museum or studio display.
- TEL-T 211** **WRITING FOR THE ELECTRONIC MEDIA (3 cr.)** P: ENG-W 131. Working seminar stressing principles of writing for the electronic media. Topics include writing television and radio commercials; corporate, educational, and instructional projects; and the documentary. Emphasis on development of information gathering, organization, story ideas, and effective presentation of material for the various electronic media.
- TEL-T 273** **MEDIA PROGRAM DESIGN (3 cr.)** Provides a conceptual framework for writing, designing, and evaluating a variety of media products. Media program design is not a hands-on production course, but does offer an overview of the production process. Topics include scriptwriting, production design, visualization, composition, editing styles, and others. This course is a prerequisite for some advanced-level courses in the design/production area.
- TEL-T 283** **INTRODUCTION TO PRODUCTION TECHNIQUES AND PRACTICES (3 cr.)** Introduction to the production process in the studio and in the field.
- TEL-T 313** **COMPARATIVE MEDIA SYSTEMS (3 cr.)** P: JOUR-C 200. A comparative study of the ways in which various countries deal with fundamental questions of media organization, control, financial support, program philosophy, and social responsibility.
- TEL-T 331** **SCRIPTWRITING (3 cr.)** P: ENG-W 131. Covers format, structure, and writing of dramatic and non-dramatic scripts.
- TEL-T 336** **DIGITAL VIDEO PRODUCTION (3 cr.)** P: TEL-T 283; and demonstrated fluency with Macintosh and PC platforms. Digitizing, A/V import, editing, video and audio effects, NTSC and compressed output, and other topics related to video finishing in major nonlinear editing software. Applications include broadcast television, video art, commercial and industrial work, the Web, and platform-based interactive multimedia.
- TEL-T 415** **MEDIA AUDIENCES AND USERS (3 cr.)** Survey, observation, and experimental research techniques and data used to define and describe various mass media audiences and users. The application of these techniques and data in broadcast, public relations, informational, commercial, and other mass media venues.
- TEL-T 416** **PROGRAM ANALYSIS AND CRITICISM (3 cr.)** P: JOUR-C 200. Critical analysis of the form, production, and performance elements of program genres including drama, comedy, talk, game shows, documentaries, news, and emerging or experimental types of mass media content. Explores the relationships between programming, the media industries, and American culture.
- TEL-T 430** **TOPICAL SEMINAR IN DESIGN AND PRODUCTION (3 cr.)** P: TEL-T 336, TEL-T 273, or permission from instructor. Student-proposed and executed projects in interactive multimedia.
- TEL-T 434** **ADVANCED PRODUCTION WORKSHOP (3 cr.)** P: TEL-T 336; and demonstrated fluency with Macintosh and PC platforms. Production of student-designed and produced work for broadcast, cable, Internet, multimedia or fine arts venues. Production problems and topics are pursued with the instructor acting as coach, mentor, and production consultant.
- TEL-T 446** **TELECOMMUNICATIONS MANAGEMENT (3 cr.)** P: TEL-T 283. Introductory study of the skills, processes, and attitudes required for effective management and leadership at all levels in telecommunications operations.
- TEL-T 452** **TOPICAL SEMINAR IN DESIGN AND PRODUCTION (3 cr.)** P: ENG-W 131. Exploration of design or production problems and issues in telecommunications. Topics vary. May not be repeated for credit.

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P = Prerequisite, R = Recommended, C = Concomitant

I = fall semester, II = spring semester, S = summer session(s)

**TEL-T 498 PROJECTS IN TELECOMMUNICATIONS (3 cr.)** P: Advance approval of a project by instructor. Individual projects in the area of telecommunication. May be repeated.

## **THTR: THEATRE AND DANCE**

- THTR-A 190 ART, AESTHETICS, AND CREATIVITY (3 cr.)** Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process, students explore relationships to other individuals and cultures, and review the implications of their learning for their personal, academic, and professional pursuits. I, II, S
- THTR-D 110 SOCIAL DANCE (2 cr.)** An introduction to the most commonly encountered social dances. To provide the beginning student with increased confidence on the dance floor in social situations. Emphasis on body placement and alignment, coordination, and imagination. Special emphasis placed on the cultural aspects of the development of the dances. I
- THTR-D 115 MODERN DANCE I (2 cr.)** Modern dance technique for beginners. This course emphasizes body alignment, movement dynamics, spatial awareness, emotional intension of various movements, and an understanding of kinesthetic concepts. Also, Laban's theory of effort/shape is studied and applied to movement.
- THTR-D 120 BALLET I (2 cr.)** Beginning ballet technique with emphasis on body alignment while developing body awareness, flexibility, strength, coordination, and imagination.
- THTR-D 130 FLAMENCO I (2 cr.)** The basic elements of Spanish flamenco dance; footwork, arm movements and turns to six, eight and twelve count rhythms are covered. Emphasis on body placement and alignment, as well as coordination and imagination is also included.
- THTR-D 140 JAZZ DANCE I (2 cr.)** Beginning jazz dance technique with emphasis on body placement, basic steps, rhythmic qualities, movement isolations, and improvisations characteristic of the jazz idiom.
- THTR-D 150 MIDDLE EASTERN DANCE I (2 cr.)** Beginning Middle Eastern dance technique with emphasis on body placement and alignment and development of body awareness, flexibility, coordination, and imagination.
- THTR-D 215 MODERN DANCE II (2 cr.)** Modern dance technique that applies the principles of Modern Dance I and also progresses to a higher level of proficiency. Dance sequences comprise more contrasting movement dynamics with spatial complexity. Laban's theory is explored further as efforts are combined to create new movements.
- THTR-D 220 BALLET II (2 cr.)** P: THTR-D 100 or permission of instructor. Continued work in ballet emphasizing improvement in strength and flexibility. Previous skills are applied in learning of new jumps, turns, poses, and adagio.
- THTR-D 230 FLAMENCO DANCE II (2 cr.)** A continuation of Flamenco Dance I, emphasizing a greater degree of complexity in the footwork, arm movements, turns, steps, and castanet work. Also, articulation, as well as speed of rhythmic footwork, palmas and castanet playing is expected. II
- THTR-D 240 JAZZ DANCE II (2 cr.)** A continuation of Jazz Dance I. This course progresses to a higher level of skill concerning the application of balance, coordination, and strength to movement patterns. Complex jazz dance combinations are executed with an understanding of movement qualities such as lyrical and percussive. I
- THTR-D 250 MIDDLE EASTERN DANCE II (2 cr.)** P: THTR-D 103 or permission of instructor. Continued exploration of Middle Eastern dance movement, Egyptian style. Continued work with required isolations for performance of the techniques necessary for this dance style. Combines isolation and technique, with exploration of choreography as it applies to the discipline. Performance opportunities available.
- THTR-T 100 INTRODUCTION TO THEATRE (3 cr.)** Overview of theories, methodology, and skills. Emphasis on theatre as a composite art. Relationship of various components: play, playwright, actor, director, designer, audience, critic, and physical theatre. I, II
- THTR-T 115 ORAL INTERPRETATION (3 cr.)** Basic principles and practices; analysis and reading of selections from prose, poetry, and drama.
- THTR-T 120 ACTING I (3 cr.)** Fundamentals of acting techniques through improvisational approach. Beginning scene study. Laboratory required. I, II

- THTR-T 150 FUNDAMENTALS OF PLAY STRUCTURE AND ANALYSIS (3 cr.)** Dramatic structure, methods of play analysis for actors, directors, designers, and students of dramatic literature.
- THTR-T 220 ACTING II (3 cr.)** P: THTR-T 120. Study of major theories and aims of acting in conjunction with practice in techniques of the art of acting. Laboratory required.
- THTR-T 223 VOCAL AND PHYSICAL PREPARATION I (3 cr.)** Vocal and physical preparation for acting. Designed to develop awareness of the voice and body as instruments of communication in the study of acting.
- THTR-T 224 VOCAL AND PHYSICAL PREPARATION II (3 cr.)** Continued vocal and physical preparation for acting. Designed to develop awareness of the voice and body as instruments of communication in the study of acting.
- THTR-T 225 STAGECRAFT I (3 cr.)** Fundamentals of stagecraft, scenic construction, rigging techniques, and mechanical drawing for stagecraft. Laboratory required.
- THTR-T 228 DESIGN FOR THE THEATRE (3 cr.)** An overview of design principles and practices in all areas of the theatre. Emphasis on those aspects of design which are common to work in scenery, costumes, lighting, and makeup.
- THTR-T 230 STAGE COSTUMING I (3 cr.)** Basic costume construction, fabric selection, and an introduction to patterns and pattern drafting. Laboratory required.
- THTR-T 290 HISTORY AND DESIGN OF STAGE MAKEUP (3 cr.)** Study of the history, principles, and practice of stage makeup design. Through lecture, demonstrations, and laboratory, students have the opportunity to create makeup designs for characters from dramatic literature.
- THTR-T 300 MUSICAL THEATRE WORKSHOP (3 cr.)** Performance course designed to gain experience in auditioning for and performing in musical theatre. May be repeated for a total of 9 credit hours.
- THTR-T 320 ACTING III (3 cr.)** P: THTR-T 220. Study and practice of acting techniques.
- THTR-T 326 SCENE DESIGN (3 cr.)** P: THTR-T 228. An introduction to scene design, elementary composition, sketch rendering, scene painting, production styles.
- THTR-T 327 PERIOD STYLES (3 cr.)** P: Consent of instructor. Chronological survey of the history of architecture, decorative arts, and furniture and its application to theatre production. Offered annually.
- THTR-T 330 RENDERING (3 cr.)** P: Consent of instructor. Examines methods and procedures for effective communication and realization of visual concepts by learning basic sketching and rendering techniques in a variety of media. Offered annually.
- THTR-T 332 SCENE PAINTING (3 cr.)** P: Consent of instructor. Fundamental techniques of scene painting: emphasis on a variety of techniques and methods utilized in modern scenic art for the stage to create specialized effects and artistic focus applied to practical projects. Offered annually.
- THTR-T 335 STAGE LIGHTING I (3 cr.)** P: THTR-T 225. Lighting the play, basic instrumentation and optics, color theory, electricity, and an introduction to the drafting of light plots. Laboratory required.
- THTR-T 340 DIRECTING I (3 cr.)** P: THTR-T 120, THTR-T 150, THTR-T 225, THTR-T 228, Junior or senior standing. Introduction to theories, methodology, and skills: play analysis, work with actors, basic elements of stage composition.
- THTR-T 345 THEATRE FOR CHILDREN (3 cr.)** Studies in the special problems of staging plays for young audiences. Introduction to theories of children's theatre and related means of expression. Participation in performance laboratory required.
- THTR-T 349 THEATRE PRACTICUM (1-3 cr.)** P: Minimum sophomore standing; approval of area coordinator of theatre and dance. Directed projects for performance, technical production, and arts management work on cocurricular production, and other related activities.
- THTR-T 390 CREATIVE WORK IN SUMMER THEATRE (3 cr.)** Practical experience in mounting a production in an intensive workshop setting. Participation in performance laboratory required.
- THTR-T 392 THEATRE INTERNSHIP (3 cr.)** P: Consent of instructor. Training and practice at a professional theatre or venue approved by the theatre faculty. I, II, S
- THTR-T 400 ARTS MANAGEMENT (3 cr.)** Business theory and practice in contemporary arts organizations, both profit and not-for-profit. Emphasis on practical application. Laboratory required.

- THTR-T 405 STAGE MANAGEMENT (3 cr.)** P: Consent of instructor. Explores the role and function of the stage manager in theatrical production. Provide the basic skills to begin work in the field of stage management. Emphasis on organization, documentation, and dissemination of information. Offered annually.
- THTR-T 420 ACTING IV (3 cr.)** P: THTR-T 220, THTR-T 223, THTR-T 224, THTR-T 320, or consent of instructor. Advanced problems in acting. Advanced scene study.
- THTR-T 423 ACTING V (3 cr.)** P: THTR-T 223, THTR-T 224, THTR-T 420 or consent of instructor. Continued advanced problems in acting. Advanced scene study.
- THTR-T 424 STAGECRAFT II (3 cr.)** P: THTR-T 225. History of stagecraft; stage mechanics and perspective drawings. Laboratory required.
- THTR-T 425 STAGECRAFT III (3 cr.)** P: THTR-T 225 or consent of instructor. Topics may include (but not limited to) advanced rigging techniques, electronic controls, pneumatics, hydraulics, structural design for the stage, CAD, and other state-of-the-art technologies. Laboratory required.
- THTR-T 426 SCENE DESIGN II (3 cr.)** P: THTR-T 326. Work in line, color, and composition using historical conventions as basis for contemporary scenic statements. Emphasis on period style and presentational forms.
- THTR-T 427 DESIGN STUDIO (3 cr.)** P: Consent of instructor. Principles and techniques of various performance methods involved in acting on the camera. Work to include directed exercises and scenes. I, II, S
- THTR-T 430 STAGE COSTUMING II (3 cr.)** P: THTR-T 230. Advanced studies in stage costuming, pattern drafting, and special construction problems. Laboratory required.
- THTR-T 431 ON-CAMERA TECHNIQUES (3 cr.)** P: Consent of instructor. Principles and techniques of various performance methods involved in acting on the camera. Work to include directed exercises and scenes. Offered annually.
- THTR-T 433 COSTUME DESIGN (3 cr.)** P: THTR-T 228. An introduction to costume design and sketch rendering with an emphasis on the relationship of costume to character. Includes an introduction to production styles.
- THTR-T 434 HISTORIC COSTUME FOR THE STAGE (3 cr.)** Survey of representative dress from Egyptian to modern times in context of the political, social, economic, and aesthetic concerns of each period.
- THTR-T 438 LIGHTING DESIGN (3 cr.)** P: THTR-T 228, THTR-T 335. Stage lighting design, advanced techniques in lighting, styles of production, and equipment and materials. Laboratory required.
- THTR-T 439 TECHNICAL DRAWING (3 cr.)** P: Consent of instructor. Studies in drafting and perspective drawing. Offered annually.
- THTR-T 442 DIRECTING II (3 cr.)** P: THTR-T 340. Problems and functions of director, from selection of script through performance. Lecture and practical projects.
- THTR-T 453 PLAYWRITING I (3 cr.)** P: Consent of instructor. Introduction to principles of dramatic structure. Conferences and peer evaluations. Focus is on the creation and revision of a one-act play. Offered annually.
- THTR-T 470 HISTORY OF THE THEATRE I (3 cr.)** P: Junior/senior standing. Significant factors in primary periods of theatre history and their effect on contemporary theatre. Review of representative plays of each period to illustrate theatrical use of dramatic literature.
- THTR-T 471 HISTORY OF THE THEATRE II (3 cr.)** P: Junior/senior standing. Significant factors in primary periods of theatre history and their effect on contemporary theatre. Review of representative plays of each period to illustrate theatrical use of dramatic literature.
- THTR-T 479 PROBLEMS IN PERFORMANCE (3 cr.)** P: Consent of instructor. Designed to address, in greater detail, specific performance problems that confront the contemporary actor. Subjects to include: speaking Shakespeare, Mamet, and Pinter; the Greeks; farce; etc. Offered annually.
- THTR-T 483 TOPICS IN THEATRE AND DRAMA (3 cr.)** P: Junior/senior standing. Studies in special topics not ordinarily covered in other area courses. May be repeated once for credit if topic differs.
- THTR-T 485 CAPSTONE PROJECT (1 cr.)** P: Theatre major; senior standing; approval of area coordinator of theatre and dance area. Performance, directing, or design project. Projects aimed to draw together the student's talent and experiences. This course is intended as a final assessment for theatre majors in the B.F.A. degree programs.
- THTR-T 490 INDEPENDENT STUDY IN THEATRE AND DRAMA (3 cr.)** P: Consent of instructor. Advanced study in performance, production, reading, or research.



## WOST: WOMEN'S STUDIES

- WOST-B 260 WOMEN, MEN, AND SOCIETY IN MODERN EUROPE (3 cr.)** Overview of the development of gender roles in Europe since the French Revolution; development of the private and public spheres, political ideology, and women's roles in society; the Industrial Revolution's impact on concepts of femininity and masculinity; Darwinism, imperialism, and gender roles; Victorian morality and sexuality; nationalism and masculinity; communism and gender equality; consumer culture and women's role in the home; feminism and the sexual revolution. (joint-listed course)
- WOST-E 391 WOMEN IN DEVELOPING COUNTRIES (3 cr.)** This course explores the nature of women's roles in developing countries. Particular emphasis is placed on examining how development and cultural change affect the lives of women. WOST-E 391 is offered only as a joint-listed course with ANTH-E 391. S
- WOST-H 260 HISTORY OF WOMEN IN THE UNITED STATES (3 cr.)** Covers American women from 1607 to the present. Focuses on the changes in the lives of American women over the centuries; family, health, education, work, etc. It also shows the significance of women's lives and their contributions to America. (joint-listed course) II
- WOST-H 425 WOMEN AS AGENTS OF CHANGE (3 cr.)** Seminar. Emphasis placed on theories of change and women's roles in creating change in America. (joint-listed course)
- WOST-L 207 WOMEN AND LITERATURE (3 cr.)** A variable-topics course that focuses either on the North American experience (with units on black writers, nineteenth century writers, major new voices, and lesbian writers) or on England and the continent (with units on renaissance woman, manners, and rebellion, nineteenth century male views of women, and twentieth century female views of women). (joint-listed course) I
- WOST-N 200 BIOLOGY OF WOMEN (3 cr.)** This course examines the biological basis for bodily functions and changes that take place throughout the life of females. (joint-listed course) II
- WOST-P 391 PSYCHOLOGY OF GENDER, RACE, AND ETHNICITY (3 cr.)** Explores the impact of social and political forces on psychological development and adjustment. Focus on black women, but includes both genders and all races. Contemporary theory on race, gender, and class is examined. (joint-listed course) I
- WOST-P 394 FEMINIST PHILOSOPHY (3 cr.)** Study of contemporary feminist philosophy in the United States and Europe. (joint-listed course) I, II
- WOST-P 460 WOMEN: A PSYCHOLOGICAL PERSPECTIVE (3 cr.)** Basic data and theories about the development and maintenance of gender differences in behavior and personality. (joint-listed course) II
- WOST-S 310 THE SOCIOLOGY OF WOMEN IN AMERICA (3 cr.)** The study of the situation of women in America today—its definition, changes, and consequences. Specific issues may include spousal abuse, rape, the role of homemaker, being different, feminism. (joint-listed course) I, II
- WOST-S 338 SOCIOLOGY OF GENDER ROLES (3 cr.)** Examines the causes, correlates, and consequences of current gender role definitions, and considers personal and institutional barriers to equality of women and men resulting from socialization (e.g., education, media, language), discrimination, and other structural arrangements. (joint-listed course) I, II, S
- WOST-S 349 TOPICS IN CONTEMPORARY SOCIAL THEORY (3 cr.)** Counts as women's studies only if topic is Feminist Theory. An introduction to developments in feminist sociological theory since the 1970s, with a focus on recent theoretical innovations. (joint-listed course)
- WOST-S 410 TOPICS: GENDER, INEQUALITY AND WORK (3 cr.)** Seminar. Course topic and emphasis varies. See *Schedule of Classes*. (joint-listed course) I
- WOST-W 100 GENDER STUDIES (3 cr.)** Designed primarily for first-year students, this course analyzes the concept of gender in culture and society. (core course) I, II
- WOST-W 201 WOMEN IN CULTURE: INTRODUCTION TO WOMEN'S STUDIES (3 cr.)** An interdisciplinary exploration of women's roles, images, history, and experiences from the perspective of the arts and humanities. Considers issues of women and culture, including the areas of literature, film, art, and the mass media. (core course)
- WOST-W 220 NEW VIEWS ON GENDER (1 cr.)** A workshop focused on working to generate articles for the student journal, *New Views on Gender*. Each workshop reads and writes on a specific feminist topic to be determined by the instructors. (core course)

- WOST-W 221 NATIVE USE OF HERBS (1 cr.)** A field experience course on Native American uses of herbs. Usually meets on Saturdays on a farm in Rochester. Students get hands-on experience working with plants. Readings cover the historical and cultural development of various herbs. (core course) I, II
- WOST-W 240 TOPICS IN FEMINISM (1-3 cr.)** (Variable title) Courses offered under this number generally explore topics of current interest in feminism. Recent course offerings have included: women in art, writing women's lives, feminist ethics, and women in the workforce. (core course)
- WOST-W 299 RESEARCH METHODS IN WOMEN'S STUDIES (3 cr.)** An interdisciplinary course that introduces students to the approaches of the humanities and social sciences to women, gender; bibliographical tools, data gathering techniques, analytic approaches.
- WOST-W 301 GLOBAL PERSPECTIVES ON WOMEN (3 cr.)** This course analyzes a broad range of issues dealing with global feminism. Cross-cultural and interdisciplinary perspectives focus on differing understandings of gender roles and the impact of social, economic, and political practices and institutions on Third World women. Also taught as POLS-Y 324 and ANTH-E 365. (core course)
- WOST-W 302 TOPICS IN GENDER STUDIES (3 cr.)** (Variable title.) Interdisciplinary approach to selected ideas, trends, and problems in gender studies. Recent course offerings have included: Native American literature; philosophy of personal relations; and gender, race, and ethnicity. (core course)
- WOST-W 360 FEMINIST THEORY (3 cr.)** This course is an introduction to feminist theory. Using primary and secondary texts, this course introduces students to the main debates in feminist theory and provide students with the skills to choose and use feminist theories to interpret a wide range of sources of women's lives. (core course)
- WOST-W 400 TOPICS IN WOMEN'S STUDIES (3 cr.)** (Variable title.) Interdisciplinary approach to selected ideas, trends, and problems in women's studies. (core course)
- WOST-W 402 SEMINAR IN WOMEN'S STUDIES (3 cr.)** (Variable title.) This course focuses on issues and controversies in the new scholarship on women. (core course)
- WOST-W 480 PRACTICUM IN WOMEN'S STUDIES (3 cr.)** Field experience working for a social agency which serves women. Students intern for a social agency, do directed readings, keep a journal of their experiences, and develop a semester project based on their field experience. (core course)
- WOST-W 495 READINGS AND RESEARCH IN WOMEN'S STUDIES (1-6 cr.)** Independent readings and research done with the approval and collaboration of a faculty advisor. Students are required to get the approval of a faculty advisor before enrolling in this course. (core course)
- WOST-Y 327 GENDER POLITICS IN THE UNITED STATES (3 cr.)** Seeks to analyze issues of power and politics from the perspective of gender within the United States cultural context. It considers the impact of women in traditional areas of politics as well as revised theoretical understandings of power, the political, and the public/private debate. (joint-listed course) I, II, S

# PURDUE UNIVERSITY COLLEGE OF TECHNOLOGY

**MARK A. CURTIS, DIRECTOR**

**OFFICE: PURDUE TECHNOLOGY BUILDING 107**

**TELEPHONE: (574) 520-4180**

**INTERNET ADDRESS: [www.tech.purdue.edu/southbend](http://www.tech.purdue.edu/southbend)**

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**PROFESSOR:** Curtis

**ASSOCIATE PROFESSORS:** Holcombe, Laware, Leach, Perusich, Ziolkowski

**ASSISTANT PROFESSORS:** Augustine, Harding



## MISSION AND GOALS

The mission of the Purdue University College of Technology is to provide excellent technical education for students with an interest in, and aptitude for, applied technologies. The college also participates in appropriate applied research and service activities. The college's goal is to produce graduates with marketable skills and the capacity for growth on the job. Its departments serve identified needs for technically trained labor within the state of Indiana. The college also provides professionally prepared teachers and administrators for the fields of industrial and vocational education.

These goals are achieved by serving students in many ways—counseling, classroom and laboratory teaching, cooperative programs, and broadly-based general education. Graduates acquire not only technical knowledge and skills but also the ability to communicate well. They are prepared for both immediate employment and continuing development as citizens and responsible human beings. Finally, the college makes every effort to help place its students in appropriate jobs after graduation.

The Purdue University College of Technology offers two-year programs in mechanical engineering technology (MET), computer graphics technology (CGT), and electrical engineering technology (EET); four-year programs in electrical engineering technology (EET), electrical engineering technology with a computer engineering specialization (ECET), industrial technology (IT), and organizational leadership and supervision (OLS). Students who earn the degree Associate of Science are eligible for consideration for admission to the appropriate Purdue University—West Lafayette bachelor's program.

### ADMISSION CRITERIA

Students seeking admission to Purdue University's technology programs must be admitted to Purdue University College of Technology. Purdue University application forms may be obtained from the local Purdue office. Completed forms must be sent to Purdue University's Office of Admissions in West Lafayette. Admission standards are set by the Purdue University College of Technology and are summarized below.

#### **Graduation**

Graduation with a minimum of 15 units or credits from a high school accredited by a state department of public instruction.

#### **Meeting or Exceeding Minimum Subject-Matter Requirements**

Most applicants far exceed the minimum requirements. For admission to the freshman class of the College of Technology, your record must include: eight semesters of English, six semesters of academic mathematics, and four semesters of laboratory science. The record of students who have been out of high school a minimum of five years must include: six semesters of English, four semesters of academic mathematics, and two semesters of laboratory science.

#### **Meeting Quality Requirements**

Quality is determined by considering a combination of rank in class, test scores, probability of success, grade average in college preparatory subjects, grades in courses related to the degree objective, trends in achievement, completion of high school subject-matter requirements, and the strength of the college preparatory program.

Indiana applicants should demonstrate that they belong to one-half of the available pool of prospective students. This may be shown by several measurements—high school rank, test scores, and academic grade average—in combination with the other factors listed above.

Out-of-state applicants should belong to the upper one-third of the available pool, according to the achievement indices described above.

#### **Taking Required Tests**

All applicants who have not completed a full year of college work are required to take the College Entrance Examination Board (CEEB), Scholastic Aptitude Test (SAT), or the ACT Assessment (ACT). Students who desire early admission are

encouraged to take the college entrance tests in the spring of their junior year. This requirement is waived for students who have been out of high school for three or more years.

**NOTE: THE MAJORITY OF PURDUE UNIVERSITY CLASSES ARE OFFERED ONLY ONCE A YEAR. MOST REQUIRED IU SOUTH BEND CLASSES ARE OFFERED EVERY SEMESTER.**

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## COMPUTER GRAPHICS

Computer Graphics Technology (CGT) is an important form of communication for scientists, engineers, technologists, and technicians. Each technical profession uses graphics in specific ways to explore its technology, to design solutions to technological problems, to document its products and services, and to conduct marketing worldwide.

The fields of computer graphics employ a diverse group of individuals. It is a heterogeneous mix of artists, engineers, designers, and technologists who create the volumes of technical documentation required of industry.

Advancing technology dictates a more flexible worker, capable of adapting to rapidly changing tools, and willing to acquire a broader and deeper knowledge of how images are created, edited, stored, transmitted, and combined with text and data to form the basis of technical documentation.

Because computer graphics requires a highly developed sense of visual form, some individuals choose to specialize in interpreting engineering and technological information graphically. These graphics technicians and technologists facilitate communication within and between technical specialties and the general population. They are highly visual people interested in how images are used in all areas of society. They aid in the preparation of engineering and architectural drawings, technical manuscripts, reports, textbooks, video, and film. They prepare exhibits, models, graphs, charts, brochures, and technical renderings or artists' conceptions.

### PROGRAM REQUIREMENTS

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

#### **FIRST YEAR (32 CR.)**

##### **First Semester**

- \*CGT 101 Introduction to Computer Graphics Technology
- \*CGT 111 Design for Visualization and Communication
- \*CGT 112 Sketching for Visualization and Communication
- +ENG-W 131 Elementary Composition
- +MATH-M 115 Precalculus and Trigonometry (5 cr.)

##### **Second Semester**

- \*CGT 116 Geometric Modeling for Visualization and Communication
- \*CGT 141 Internet Foundations, Technologies, and Development
- \*C&IT 175 Visual Programming

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\* = Purdue University course number  
+ = IU South Bend course number

- +MATH-M 208 Technical Calculus I
- +SPCH-S 121 Public Speaking

**SECOND YEAR (34 CR.)****Third Semester**

- \*CGT 211 Raster Imaging for Applied Computer Graphics
  - \*CGT selective
  - +PHYS-P 221 Physics I (5 cr.)
  - \*+Elective
- Select one of the following:
- +ECON-E 103 Introduction to Microeconomics
  - +ECON-E 104 Introduction to Macroeconomics

**Fourth Semester**

- \*CAND 991 (0 cr.)
- Select one of the following:
- \*CGT 216 Vector Imaging for Applied Computer Graphics
  - \*CGT selective
  - +PHYS-P 222 Physics II (5 cr.)
  - +Liberal arts elective
  - +Elective




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## ENGINEERING TECHNOLOGY

News reports in the press, radio, and television frequently group scientists, engineers, technologists, and technicians together without distinguishing their individual functions on the job. Although they are members of the same team, their responsibilities are different. The scientist is a theoretician, interested in ideas and concepts. The engineer is a designer and innovator concerned with new products, processes, procedures, or systems; she or he uses knowledge of mathematics and science to arrive at feasible, affordable solutions to problems.

The engineering technologist is typically a practical person interested in applying engineering principles; organizing people for industrial production, construction, or operation; and in the improvement of devices, processes, methods, or procedures. Ordinarily the technologist has earned the Bachelor of Science degree in a four-year engineering technology program. The engineering technician has usually graduated from a two-year engineering technology program with a Associate of Science degree.

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## ELECTRICAL ENGINEERING TECHNOLOGY

**ASSOCIATE AND BACHELOR OF SCIENCE**

The Electrical Engineering Technology Program (EET) combines courses in electricity, electronics, mathematics, science, the humanities, and social sciences. The program prepares students for employment as technicians in research laboratories, electronics industries, and any industry that uses electrical power or electronic controls. The basic curriculum provides EET students with sufficient education to find employment in the fields of communications electronics, industrial electronics, microwaves, military electronics, computer electronics, automation, industrial controls, electronic servicing, television, electrical power, aviation electronics, and others. A considerable amount of laboratory work is required.

**PROGRAM REQUIREMENTS**

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

**FIRST YEAR (31 CR.)****First Semester**

- \*ECET 107 Introduction to Circuit Analysis (4 cr.)
- \*ECET 109 Digital Fundamentals
- \*ECET 196 Introduction to ECET and Projects (2 cr.)
- +ENG-W 131 Elementary Composition
- +MATH-M 125 Precalculus Mathematics

**Second Semester**

- +CSCI-C 101 Computer Programming I (4 cr.)
- \*ECET 157 Electronics Circuit Analysis (4 cr.)

- \*ECET 159 Digital Applications (4 cr.)
- +MATH-M 126 Trigonometric Functions (2 cr.)
- +SPCH-S 121 Public Speaking

**SECOND YEAR (34 CR.)****Third Semester**

- \*ECET 207 AC Electronics Circuit Analysis (4 cr.)
- \*ECET 209 Introduction to Microcontrollers (4 cr.)
- +MATH-M 208 Technical Calculus I
- +PHYS-P 221 Physics I (5 cr.)
- +Humanities or social science elective

**Fourth Semester**

- \*ECET 257 Power and RF Electronics (4 cr.)
- \*ECET 231 Electrical Power and Control (4 cr.)
- \*ECET 297 Electronic Prototype Development (4 cr.)
- +MATH-M 209 Technical Calculus II
- \*CAND 991 (0 cr.)

**THIRD YEAR (33 CR.)****Fifth Semester**

- \*ECET 304 Introduction to Communication Systems (4 cr.)
- \*ECET 307 Analog Network Signal Processing (4 cr.)
- \*ECET elective (4 cr.)
- +Humanities or social science elective

**Sixth Semester**

- \*ECET 396 Project Development and Management (4 cr.)
- \*ECET elective (4 cr.)
- \*ECET elective (4 cr.)
- +ENG-W 234 Technical Report Writing
- +MATH-K 310 Statistical Techniques

**FOURTH YEAR (28 CR.)****Seventh Semester**

- \*ECET 496 Project Design and Development I (1 cr.)
- \*ECET 480 Professional Issues in ECET (1 cr.)
- \*ECET elective (4 cr.)
- +Science selective (5 cr.)
- +Selective
- +Communication selective

**Eighth Semester**

- \*ECET 497 Project Design and Development II (1 cr.)
- \*+Selective
- \*+Free elective
- \*+Humanities or social science elective
- +Humanities or social science elective
- \*CAND 991 (0 cr.)

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**ELECTRICAL ENGINEERING TECHNOLOGY  
WITH COMPUTER ENGINEERING  
TECHNOLOGY SPECIALIZATION OPTION  
BACHELOR OF SCIENCE**

**FIRST YEAR (31 CR.)****First Semester**

- \*ECET 107 Introduction to Circuit Analysis (4 cr.)
- \*ECET 109 Digital Fundamentals
- \*ECET 196 Introduction to ECET and Projects (2 cr.)
- +ENG-W 131 Elementary Composition
- +MATH-M 125 Precalculus Mathematics

**Second Semester**

- \*ECET 157 Electronics Circuit Analysis (4 cr.)
- \*ECET 159 Digital Applications (4 cr.)
- +CSCI-C 101 Computer Programming I (4 cr.)
- +MATH-M 126 Trigonometric Functions (2 cr.)
- +SPCH-S 121 Public Speaking

**SECOND YEAR (34 CR.)****Third Semester**

- \*ECET 207 AC Electronics Circuit Analysis (4 cr.)
- \*ECET 209 Introduction to Microcontrollers (4 cr.)
- +MATH-M 208 Technical Calculus I
- +PHYS-P 221 Physics I (5 cr.)
- +Humanities or social science elective

**Fourth Semester**

- \*ECET 231 Electrical Power and Control (4 cr.)
- \*ECET 257 Power and RF Electronics (4 cr.)
- \*ECET 297 Electronic Prototype Development (4 cr.)
- +MATH-M 209 Technical Calculus II
- \*CAND 991 (0 cr.)

**THIRD YEAR (33 CR.)****Fifth Semester**

- \*C&IT 230 Data Communications
- \*ECET 307 Analog Network Signal Processing
- \*ECET 325 Computer Architecture, Modeling and Performance Analysis (4 cr.)
- \*ECET elective (4 cr.)

**Sixth Semester**

- \*ECET 309 Advanced Embedded Microcontrollers (4 cr.)
- \*ECET 357 Real-Time Digital Signal Processing (4 cr.)
- \*ECET 396 Project Development and Management (4 cr.)
- +ENG-W 234 Technical Report Writing
- +MATH-K 310 Statistical Techniques

**FOURTH YEAR (28 CR.)****Seventh Semester**

- \*ECET 496 Project Design and Development I (1 cr.)

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\* = Purdue University course number  
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- \*ECET 480 Professional Issues in ECET (1 cr.)
- \*+Free elective
- \*+Selective
- +Communication selective
- +Humanities or social science elective

### ***Eighth Semester***

- \*ECET 345 Advanced Digital Systems
- \*ECET 497 Project Design and Development II (1 cr.)
- +Science selective
- +Humanities or social science elective
- +Humanities or social science elective
- \*CAND 991 (0 cr.)

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## **INDUSTRIAL TECHNOLOGY**

### **BACHELOR OF SCIENCE**

Industrial Technology (IT) is an academic discipline that integrates technological and managerial sciences. As such, the IT curriculum is a management-oriented technical curriculum built upon a balanced program of studies drawn from a variety of disciplines related to manufacturing technology. Included are a sound knowledge and understanding of materials and production processes, supply chain management, physical sciences, mathematics, statistics, automation, lean concepts, communications, and other relevant technical skills that permit the graduate to resolve technical-managerial and manufacturing production problems.

Given the high concentration of manufacturing companies and related employment opportunities in Michiana, local delivery of Purdue's IT degree helps to fill the area's demand for educated technologists. Historically, the placement rate of graduates from Purdue University's IT program has been exceptional, with the average starting salary of the most recently surveyed graduating class being over \$40,000. Entry level position titles include: facilities planner, industrial engineer, industrial trainer, manufacturing engineer, product manager, production supervisor, quality assurance engineer, safety systems specialist, sales engineer, statistical process control specialist, and technical manager.

In addition to the technical core, the program contains several technical and general electives. This flexibility makes the program very accommodating to individuals with some college or an associate degree wishing to earn a Purdue University degree in technology. Students with no prior post-secondary experience find the broad treatment of technical topics appealing. Students who complete an Associate of Science in Mechanical Engineering Technology (MET) may continue for a Bachelor of Science in Industrial Technology (IT) at the South Bend site, with up to 63 of the required 64 credit hours earned in the MET program being applied to the bachelor's degree in IT.

### **PROGRAM REQUIREMENTS**

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

#### **FIRST YEAR (32 CR.)**

##### ***First Semester***

- \*IT/IET 104 Industrial Organization
- \*CGT 110 Technical Graphics Communication
- \*MET 141 Materials I
- +ENG-W 131 English Composition I
- +MATH-M 115 Precalculus and Trigonometry (5 cr.)

##### ***Second Semester***

- \*IT 114 Problem Solving in Manufacturing
- \*C&IT 136 Personal Computing Technology and Applications

Select one of the following:

- +ENG-W 234 Technical Report Writing
- +ENG-W 231 Professional Writing Skills
- \*+Mathematics or computing selective
- +SPCH-S 121 Public Speaking

#### **SECOND YEAR (32 CR.)**

##### ***Third Semester***

Select one of the following:

- \*IT 281 Industrial Safety
- \*OLS 331 Occupational Safety and Health
- \*MET 242 Manufacturing Processes II
- +Humanities or social science elective
- \*ECET 214 Electricity Fundamentals
- \*PHYS-P 221 General Physics I (5 cr.)

##### ***Fourth Semester***

- \*IT 230 Industrial Supply Chain Management
- \*Technical elective
- \*+General elective

Select one of the following:

- +ECON-E 103 Introduction to Microeconomics
- +ECON-E 104 Introduction to Macroeconomics
- \*+General elective

#### **THIRD YEAR (31 CR.)**

##### ***Fifth Semester***

- \*IT 342 Introduction to Statistical Quality
- \*CIMT300 Application of Automation in Manufacturing
- \*Technical elective
- \*Technical elective
- +Communications elective (300-level or above)

##### ***Sixth Semester***

- \*IT 385 Industrial Ergonomics
- \*Technical elective (300-level or above)
- \*Technical elective (300-level or above)
- +Science selective (4 cr.)
- \*+General elective

#### **FOURTH YEAR (30 CR.)**

##### ***Seventh Semester***

- \*IT 442 Production Planning

Select one of the following:

- \*IT 451 Monetary Analysis for Industrial Decisions
- \*IT 450 Production Cost Analysis

- \*Technical elective (300-level or above)
- +Science selective (4 cr.)
- \*+General elective

**Eighth Semester**

- \*IT 483 Facility Design for Lean Manufacturing
- \*Technical elective (300-level or above)
- \*Technical elective (300-level or above)
- \*+General elective
- \*+Mathematics or computing selective

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## MECHANICAL ENGINEERING TECHNOLOGY

### ASSOCIATE OF SCIENCE

Mechanical Engineering Technology (MET) concerns the generation, transmission, and utilization of mechanical and fluid energy, knowledge of materials, and the design and production of tools and machines and their products.

The purpose of the MET program is to produce graduates qualified to accept jobs such as laboratory technicians, engineering aides, plant maintenance people, layout persons, production assistants, and technical salespersons. With additional experience, promotion to positions such as industrial supervisors, machine and tool designers, technical buyers, production expeditors, and cost estimators is possible. Courses in the MET program are also very valuable in the upgrade or retraining of adults now in the work force.

**PROGRAM REQUIREMENTS**

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

**FIRST YEAR (32 CR.)****First Semester**

- \*CGT 110 Technical Graphics Communications
- \*MET 141 Materials I
- \*MET 162 Computational Analysis Tools in MET (1 cr.)
- +ENG-W 131 Elementary Composition
- +MATH-M 115 Precalculus and Trigonometry (5 cr.)

**Second Semester**

- \*MET 102 Production Design and Specifications
- \*MET 111 Applied Statistics
- \*MET 142 Manufacturing Processes I
- +MATH-M 208 Technical Calculus I
- +PHYS-P 221 Physics I (5 cr.)

**SECOND YEAR (32 CR.)****Third Semester**

- \*ECET 214 Electricity Fundamentals
- \*MET 211 Applied Strength of Materials (4 cr.)
- \*MET 213 Dynamics
- \*MET 242 Manufacturing Processes II
- +PHYS-P 222 Physics II (5 cr.)

**Fourth Semester**

- \*MET 214 Machine Elements
- \*MET 220 Heat and Power
- \*MET 230 Fluid Power
- +Humanities or social science elective
- +SPCH-S 121 Public Speaking
- \*CAND 991 (0 cr.)

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## ORGANIZATIONAL LEADERSHIP AND SUPERVISION

The primary objective of the Organizational Leadership and Supervision (OLS) program is the education and development of graduates who are career-ready for leadership roles in business, industry, and service agencies. It is a highly individualized, practical, people-oriented approach to the practice of supervision. The curriculum is designed to provide the necessary supervisory skills with a broad range of technical knowledge. This enables students to acquire the expertise they need to function effectively in a high-technology society.

Graduates are employed in various leadership positions in areas such as supervision, production control, quality control, process engineering, customer service, training and development, human resources management, technical sales, general management, and the military services.

**CERTIFICATE**

The OLS certificate consists of nine courses, 27 credit hours, selected from the list below. The certificate program is only available through registration at one of the statewide College of Technology sites. Courses completed for the certificate can be counted toward the associate and bachelor's degrees.

**Phase I—Foundation (4 required courses)**

- \*OLS 252 Human Relations in Organizations
- \*OLS 274 Applied Leadership
- \*OLS 284 Leadership Principles
- +ENG-W 131 Elementary Composition

**Phase II—Core**

Select two of the following:

- \*OLS 325 Meeting Management
- \*OLS 345 Critical Thinking in Organizations
- \*OLS 376 Human Resource Issues
- \*OLS 386 Leadership for Organizational Change
- \*OLS 388 Leadership Through Teams

**Phase III—Specialty**

Select three of the following:

- \*OLS 440 Leading with Integrity
- \*OLS 450 Project Management for Organizational and Human Resource Development
- \*OLS 454 Gender and Diversity in Management
- \*OLS 456 Leadership in a Global Environment
- \*OLS 484 Leadership Strategies for Quality and Productivity
- \*CAND 991 (0 cr.)

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\* = Purdue University course number

+ = IU South Bend course number



**ASSOCIATE OF SCIENCE**

This program is designed to meet the needs of people who wish to improve themselves educationally and professionally through the development of basic supervisory skills. People who are already in supervisory positions, as well as those who want to equip themselves for upward mobility into supervisory levels, are encouraged to choose this option.

Graduates of the Associate of Science degree program are eligible to continue toward a Bachelor of Science in Organizational Leadership and Supervision. Credits earned in the Associate of Science can apply to the Bachelor of Science.

**PROGRAM REQUIREMENTS**

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

**FIRST YEAR (30 CR.)****First Semester**

- \*OLS 252 Human Relations in Organizations
- +\*Free elective
- +ENG-W 131 Elementary Composition
- +MATH-M 125 Precalculus Mathematics
- +SPCH-S 121 Public Speaking

**Second Semester**

- \*OLS 274 Applied Leadership
- \*OLS 284 Leadership Principles
- +\*Free elective
- +\*Free elective
- \*+Technical elective
- +PSY-P 103 General Psychology

**SECOND YEAR (32 CR.)****Third Semester**

- \*OLS 386 Leadership for Organizational Change
- \*C&IT 136 Personal Computing Technology and Applications
- \*Technical elective
- \*OLS 388 Leadership Through Teams
- +SOC-S 161 Principles of Sociology
- Select one of the following:
  - +PSY-P 354 Statistical Analysis in Psychology
  - +SOC-S 351 Social Statistics
  - +MATH-K 310 Statistical Techniques

**Fourth Semester**

- \*OLS selective
- \*OLS selective
- \*OLS selective
- \*Technical elective
- \*Technical elective
- \*CAND 991 (0 cr.)

**BACHELOR OF SCIENCE**

The Bachelor of Science degree program is designed to fill the needs for further education for the following: those who have the associate degree; those who want to advance their knowledge and skills in the field of supervision; and those who desire academic work in supervision to make them more employable. This program is designed to prepare students for careers in supervisory management, personnel work, and employee training and development.

**PROGRAM REQUIREMENTS**

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

**FIRST YEAR (32 CR.)****First Semester**

- \*OLS 252 Organizational Relations in Organizations
- \*+Free elective
- +ENG-W 131 Elementary Composition
- +MATH-M 115 Precalculus and Trigonometry
- +SPCH-S 121 Public Speaking

**Second Semester**

- \*OLS 274 Applied Leadership
- \*OLS 284 Leadership Principles
- \*OLS 325 Meeting Management
- \*C&IT 136 Personal Computing Technology and Applications
- +PSY-P 103 General Psychology
- \*+Free elective (1 cr.)

**SOPHOMORE YEAR (30 CR.)****Third Semester**

- \*OLS 386 Leadership for Organizational Change
- +Laboratory science elective (5 cr.)
- +SOC-S 161 Principles of Sociology
- Select one of the following:
  - +ECON-E 103 Introduction to Microeconomics
  - +ECON-E 104 Introduction to Macroeconomics
- \*OLS 388 Leadership Through Teams

**Fourth Semester**

- \*OLS 345 Critical Thinking in Organizations
- \*OLS 376 Human Resource Issues
- Select one of the following:
  - +PSY-P 354 Statistical Analysis in Psychology
  - +SOC-S 351 Social Statistics
  - +MATH-K 310 Statistical Techniques
- \*+Free elective
- \*Technical elective

**JUNIOR YEAR (30 CR.)****Fifth Semester**

- \*OLS 477 Conflict Management
- \*OLS selective
- \*OLS Experiential requirement
- \*Technical elective
- +BUS-A 201 Introduction to Financial Accounting

***Sixth Semester***

- \*OLS 484 Leadership Strategies for Quality and Productivity
- +BUS-A 202 Introduction to Managerial Accounting
- +Communications selective
- \*Technical elective
- \*OLS selective

**SENIOR YEAR (30 CR.)**

***Seventh Semester***

- \*OLS 456 Leadership in a Global Environment
- \*OLS 450 Project Management for Organizational and Human Resource Development
- \*+Free elective
- +English selective
- Select one of the following:
  - +PHIL-P 105 Thinking and Reasoning
  - +HIST selective
  - +POLS selective

***Eighth Semester***

- \*OLS 440 Leading with Integrity
- \*OLS selective
- +ENG-W 234 Technical Report Writing
- \*Technical elective
- \*Technical elective
- \*CAND 991 (0 cr.)



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# PURDUE UNIVERSITY COLLEGE OF TECHNOLOGY

## COURSE DESCRIPTIONS

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### CGT: COMPUTER GRAPHICS TECHNOLOGY

- CGT 101 INTRODUCTION TO COMPUTER GRAPHICS TECHNOLOGY (3 cr.)** This course provides an introduction to, and a survey of, the discipline of computer graphics. As an introductory course for incoming freshmen, its topics include a survey of the applications of computer graphics, the knowledge base and history of computer graphics, an examination of computer graphic technologies and careers in this rapidly emerging and evolving field, as well as an overview of abundance of available resources for study and research in computer graphics at Purdue University. I
- CGT 110 TECHNICAL GRAPHICS COMMUNICATIONS (3 cr.)** This course is an introduction to the graphic language used to communicate design ideas using CAD. Topics include: sketching, multiview drawings, auxiliary views, pictorial views, working drawings, dimensioning practices, and section views. I
- CGT 111 DESIGN FOR VISUALIZATION AND COMMUNICATION (3 cr.)** An introductory design course for computer graphics majors. Students develop an understanding of the basic design elements and principles, composition, and typography through exercises and projects. The focus is on visual thinking, exploring the relationship between type and image, and developing multiple solutions to a given problem.
- CGT 112 SKETCHING FOR VISUALIZATION AND COMMUNICATION (3 cr.)** This course applies fundamental computer graphics concepts of visualization, communication, and creativity within a sketching metaphor. Exercises and projects in graphic theory, problem solving, and sketching skill development provide students with activities that focus on further development within the discipline. A variety of sketching techniques are used to gather critical information and transform data into effective communication instruments. I
- CGT 116 GEOMETRIC MODELING FOR VISUALIZATION AND COMMUNICATION (3 cr.)** Core introductory computer graphics course that provides entry-level experiences in geometric modeling. Students develop geometric analysis and modeling construction techniques and processes to produce accurate computer models for graphic visualization and communication. II
- CGT 141 INTERNET FOUNDATIONS, TECHNOLOGIES, AND DEVELOPMENT (3 cr.)** P: PC literacy or C&IT 136. This course explores the history, architecture, and development of the World Wide Web. Current tagging and scripting languages are covered in a tool-independent environment. Topics also include authoring tools, design, graphic and multimedia formats, and commerce, implementation, and security issues.
- CGT 211 RASTER IMAGING FOR APPLIED COMPUTER GRAPHICS (3 cr.)** P: CGT 112. Digital images are produced using a variety of computer technologies. Advanced color theory, surface rendering, and light control are emphasized in relation to technical illustration, hardware characteristics, and software capabilities. I
- CGT 216 VECTOR IMAGING FOR APPLIED COMPUTER GRAPHICS (3 cr.)** P: CGT 211. Full-color vector illustrations, for a variety of uses, are produced using computer methods. Color theory, surface analysis, and rendering techniques are emphasized as they apply to vector-based illustrations. II
- CGT 256 HUMAN COMPUTER INTERFACE THEORY AND DESIGN (3 cr.)** This course introduces the theory and art of human computer interface (HCI) design. Students focus on theoretical research in the area of HCI and on designing interfaces and interface components. Emphasis is placed on designing and evaluating effective and usable interfaces for multimedia and hypermedia products. Topics such as systems of organization, visual hierarchy, creativity, typography, color, and navigation are introduced.
- CGT 351 MULTIMEDIA AUTHORIZING I (3 cr.)** P: CGT 251. This course introduces the many facets of interactive multimedia design and production. Students are introduced to authoring programs used for information delivery with special attention focused on the integration of various media assets for communication. There is also concentration on the storage, management, and retrieval of media assets in

a production environment. Considerable time is spent on the systematic design of interactive media products to meet specified goals of communication.

- CGT 353 PRINCIPLES OF INTERACTIVE AND DYNAMIC MEDIA (3 cr.)** This course explores the development of interactive and dynamic media components for multimedia and hypermedia products. The course examines the design, creation, and integration of text; 2D animation and sound for use in CD, DVD, and Web media. Students also learn the basics of scripting and how it can be used to create interaction.

## **C&IT: COMPUTER AND INFORMATION TECHNOLOGY**

- C&IT 136 PERSONAL COMPUTING TECHNOLOGY AND APPLICATIONS (3 cr.)** This course provides intermediate coverage of PC technology and problem solving. Topics include computer hardware, operations and ethics, and operating systems and environments. Students gain hands-on skills with applications such as desktop and file management; word processing; spreadsheets; presentation graphics; electronic mail; personal information management; and Internet browsing, searching, and publishing. II
- C&IT 175 VISUAL PROGRAMMING (3 cr.)** P: PC Literacy; MATH-M 125 or MATH-M 115. This course introduces event-driven application development and programming using a visual programming environment. Topics include problem solving and program design, control structures, objects and events, user interface construction, documentation, and program testing. II
- C&IT 230 DATA COMMUNICATIONS (3 cr.)** This course provides an introduction to both Local Area Networks (LANs) and Wide Area Networks (WANs). Modem technology, standards, and practices are explored. Three architectural models are used to illustrate protocol relationships and operational characteristics of both packet- and circuit-switched networks. Business issues from both the provider and user perspectives are discussed. Current technology and trends in each architectural element are reviewed. I

## **ECET: ELECTRICAL AND COMPUTER ENGINEERING TECHNOLOGY**

- ECET 107 INTRODUCTION TO CIRCUIT ANALYSIS (4 cr.)** C: MATH-M 125. Voltage, current, resistance, Ohm's law, Kirchhoff's laws, resistance combinations and Thevenin's, Norton's and superposition theorems are studied. DC and AC circuits are studied and utilized, with basic AC terminology described. The performance of ideal transformers, capacitors and inductors, and first order RLC circuits are investigated. Fundamental analog circuits are utilized in the laboratory to enhance the understanding of basic laws and theorems. I
- ECET 109 DIGITAL FUNDAMENTALS (3 cr.)** Introduces basic gate and flip-flop logic devices and their application in combinational and sequential digital circuits. Topics include decoders, displays, encoders, multiplexers, demultiplexers, registers, and counters. Logic circuit analysis, implementation of circuits using standard IC chips or programmable logic devices, circuit testing, and troubleshooting are emphasized. I
- ECET 157 ELECTRONICS CIRCUIT ANALYSIS (4 cr.)** P: ECET 107 and MATH-M 125. Capacitors, inductors, switching circuits, transformers, rectifiers, linear regulators, dependent sources, operational amplifiers, BJT- and MOSFET-based small signal amplifiers, waveform generation, and programmable analog devices are studied. Circuit fundamentals such as Kirchhoff's laws are utilized in analysis and design of circuits. Computer simulation is used. II
- ECET 159 DIGITAL APPLICATIONS (4 cr.)** P: ECET 107 and ECET 109. This course continues the study of combinational and sequential digital applications using programmable and standard logic devices. The input and output characteristics of the various common logic families, the appropriate signal conditioning techniques for on/off power interfacing, digital and analog signal interfacing techniques, and memory devices and systems are discussed. II
- ECET 196 INTRODUCTION TO ECET AND PROJECTS (2 cr.)** This course introduces ECET projects and the ECET program. Included are topics about ECET projects, options and electives in the ECET curriculum, university services, study techniques, and student employment and career opportunities. Also introduced are techniques for proper and safe use of basic hand and machine tools, and the processes of fabricating, assembling, and testing printed circuit boards. I

- ECET 207 AC ELECTRONICS CIRCUIT ANALYSIS (4 cr.)** P: ECET 157, MATH-M 126. AC circuits including the  $j$  operator, phasors, reactance, and impedance are studied. Circuit laws, network theorems, and the fundamental concepts of Fourier analysis are applied and used in the study of topics such as passive filters, IC filters, amplifiers, resonant circuits, single- and three-phase circuits, and elementary magnetic circuits. I
- ECET 209 INTRODUCTION TO MICROCONTROLLERS (4 cr.)** P: ECET 159. This course is an introduction to microprocessor hardware and software, focusing on embedded control applications. Interconnections of components, peripheral devices, bus timing relationships, structured C-language programming, debugging, input/output techniques, and the use of PC-based software development tools are studied.
- ECET 214 ELECTRICITY FUNDAMENTALS (3 cr.)** P: MATH-M 115. An introduction to elemental electrical components and their characteristics; basic electrical circuit theory; and use of basic laboratory test equipment, electrical motors, and industrial motor controls. Not open to ECET students. I
- ECET 231 ELECTRICAL POWER AND CONTROL (2 cr.)** P: MATH-M 208, PHYS-P 221. C: ECET 207. This course introduces magnetic material and properties; followed by analysis of transformers and power conditioning equipment, induction motors, and single- and three-phase power systems. Motor control devices, programmable logic controllers, PLC input and output devices, and power systems communications and monitoring are introduced. II
- ECET 257 POWER AND RF ELECTRONICS (4 cr.)** P: ECET 207. This course applies circuit analysis techniques to amplifiers used in power and RF electronics. Topics introduced include bipolar- and field-effect transistors, thyristors, RF oscillators, mixers, AM/FM modulation, phase lock loops, frequency synthesis, switching power supplies, and active filters. Computer-aided analysis of circuits is used.
- ECET 297 ELECTRONIC PROTOTYPE DEVELOPMENT (3 cr.)** P: ECET 196, ECET 159, and ECET 207. This course introduces project planning and the basic concepts in electronic design automation (EDA). The student develops a portion of an electronic system by utilization of: EDA, design for testing (DFT), surface mount technology (SMT), design for manufacturability (DFM), and component characteristic selection techniques. New construction and testing techniques are introduced. The final product is presented in a written and/or oral report. II
- ECET 302 INTRODUCTION TO CONTROL SYSTEMS (4 cr.)** P: ECET 231. This first course in industrial controls is applications-oriented and includes on-off type open- and closed-loop control systems and analog-based systems. Major topics include relay and programmable controller-based systems.
- ECET 304 INTRODUCTION TO COMMUNICATION SYSTEMS (4 cr.)** P: ECET 257, MATH-M 209. The theory and techniques of sending information (voice, music, data, etc.) from one location to another is studied. This includes signal analysis, AM, FM, and PM, modulation techniques, transmitters, receivers, networks, filters, and antennas through the VHF frequency spectrum. In addition, transmission lines, wireless communication, digital communication, and special topics of current interest are introduced. This course also incorporates a student-based communication system design laboratory. II
- ECET 307 ANALOG NETWORK SIGNAL PROCESSING (4 cr.)** P: ECET 257, MATH-M 209. An advanced course in network analysis that stresses network theorems and solutions of time- and frequency-domain problems. II
- ECET 309 ADVANCED EMBEDDED MICROCONTROLLERS (4 cr.)** P: ECET 209. This course emphasizes the advanced applications of embedded microcontrollers, including microcontroller architecture, use of advanced programmable counter/timer arrays, analog interfaces, serial communication, and other peripherals. A variety of microcontroller hardware is utilized.
- ECET 325 COMPUTER ARCHITECTURE, MODELING, AND PERFORMANCE ANALYSIS (4 cr.)** P: ECET 209 and MATH-M 209. A study of the architecture, hardware, and system software of computers. Fundamental principles associated with the operation of computers are introduced and studied. Modeling and analysis of computer subsystems, their performance, and interactions are also studied. I
- ECET 345 ADVANCED DIGITAL SYSTEMS (4 cr.)** P: ECET 159. Digital system implementation techniques, with an emphasis on digital applications, using application-specific integrated circuits. Computer-aided engineering tools are emphasized, along with system considerations, including device selection and testability.
- ECET 357 REAL-TIME DIGITAL SIGNAL PROCESSING (4 cr.)** P: ECET 209 and ECET 307. A study of the architecture, instruction set, and hardware and software development tools associated with a fixed-

point general purpose DSP VLSI processor. Fundamental principles associated with the processing of discrete time signals are also introduced, along with the implementation of some common applications, such as waveform generation, audio affects, FIR and IIR digital filtering, and DFT- and FFT-based spectral estimation.

- ECET 368 LINEAR INTEGRATED CIRCUITS (4 cr.)** P: ECET 257. A study of the applications of IC analog integrated circuits. Topics include linear amplifiers, IN specifications, linear and switching voltage regulation, waveform generation, linear- and switched-capacitor active filters, Norton and operational transconductance amplifiers, and nonlinear circuit applications. Computer-aided analysis of many of these circuits also is presented.
- ECET 396 PROJECT DEVELOPMENT AND MANAGEMENT (4 cr.)** P: Associate of Science degree, ECET 297, 12 credit hours of upper-division undergraduate ECET course work. This is a structured course in electronic projects with an emphasis on planning design alternatives to meet cost, performance, and user-interface goals. A software tool is utilized for project management. Students work in teams to solve problem assignments using guided design techniques. Creativity is stressed, and the different approaches taken by different teams are compared and discussed.
- ECET 480 PROFESSIONAL ISSUES IN EET (1 cr.)** P: ECET senior standing. This course addresses professional ethics, legal issues, professional development, technology transfer, and corporate culture as they relate to graduating ECET students. Information relating to personal job and career choices, resumes, and interviewing is included.
- ECET 496 PROJECT DESIGN AND DEVELOPMENT I (1 cr.)** P: ECET 396; 8 credit hours of ECET electives, with a grade of C or higher. An extensive individual or small group design project is carried out, with guidance from a faculty advisor. Phase I includes determining customer requirements, considering design alternatives, and issuing a formal project proposal. Software scheduling tools are used extensively. The course concludes with a report and demonstration of the functionality of individual hardware and software design blocks.
- ECET 497 PROJECT DESIGN AND DEVELOPMENT II (1 cr.)** P: ECET 496. This conclusion of the design project begun in ECET 496 emphasizes system integration and testing. The course concludes with a formal demonstration of, and oral presentation on, the finished project; and a written report on the final design.

## IT: INDUSTRIAL TECHNOLOGY

- IT/IET 104 INDUSTRIAL ORGANIZATION (3 cr.)** A detailed survey of organizational structures, operational, financial, marketing, and accounting activities; duties of management, planning, control, personnel, safety, wages, policy, and human factors necessary for effective management. I
- IT 114 PROBLEM SOLVING IN MANUFACTURING (3 cr.)** P: IT 104. C: C&IT 136. The goal is to expose students to many of the current problem-solving processes used in industry. This includes the Six Sigma quality process, project management, and lean manufacturing concepts. Lecture and laboratory exercises use teamwork, process mapping, project management, and disciplined problem solving. II
- IT 230 INDUSTRIAL SUPPLY CHAIN MANAGEMENT (3 cr.)** A study of industrial supply chains. Emphasis is on in-plant shipping and receiving functions; modes of distribution; functions of, and services provided by, supply chains. Emphasis is placed on how manufacturers, distributors, and end users can provide value in the supply chain.
- IT 281 INDUSTRIAL SAFETY (3 cr.)** P: IT 104. A course designed to develop understanding of, and insight into, the basic aspects of accident prevention and safety. Specific attention is given to (1) the psychological aspects of accident prevention; (2) the principles of accident prevention; (3) the practical aspects of planning, implementing, and maintaining a safe environment; and (4) standards, current laws, and regulations. Field trips may be required.
- IT 342 INTRODUCTION TO STATISTICAL QUALITY (3 cr.)** P: MATH-M 115 or MATH-M 125 and MATH-M 126. Basic concepts of quality systems in business and manufacturing settings are presented. Basic statistical methods, as applied to quality control, and an introduction to sampling plans are included. Field trips may be required. I

- IT 345 AUTOMATIC IDENTIFICATION AND DATA CAPTURE (3 cr.)** P: IT 114. The course studies systems used to automate data collection and identify physical objects. Keyless data entry, biometrics, electromagnetics, magnetics, optics, smart cards, and touch input are utilized. The role of electronic data interchange (EDI) is studied. Field trips may be required.
- IT 385 INDUSTRIAL ERGONOMICS (3 cr.)** P: MATH-M 115 or MATH-M 125 and MATH-M 126; first semester junior standing or higher. A course designed to focus on work design and ergonomics in manufacturing. Specific attention is focused on introducing the terminology and techniques used in work design and on the fundamental concepts embodied in industrial ergonomics. During scheduled laboratory times, exercises permit the student to apply the concepts of industrial ergonomics. Field trips may be required. II
- IT 442 PRODUCTION PLANNING (3 cr.)** P: IT 114, MET 242. A study of industrial organization and management, research and development, production, personnel, and sales. Examples of the procedures necessary to provide a product or service are included. Field trips may be required.
- IT 450 PRODUCTION COST ANALYSIS (3 cr.)** P: MATH-M 115 or MATH-M 125 and MATH-M 126; first semester junior standing or higher. An introduction to financial statements and to the study of the costs of production in terms of break-even and least-cost alternatives; including present and future costs, when related to the time value of money, budgeting, labor and overhead, production, cost control, and the role of the supervisor and engineering technologist to cost control. Computer applications for determining the rate of return for complex problems are introduced.
- IT 483 FACILITY DESIGN FOR LEAN MANUFACTURING (3 cr.)** P: IT 442, MET 242. This capstone course integrates all aspects of manufacturing activities and materials handling, focusing on lean concepts. A systematic approach is used to design a manufacturing facility, integrating principles of lean production systems, and eliminating waste through continuous improvement. Computer simulation and projects are required.

## **MET: MECHANICAL ENGINEERING TECHNOLOGY**

- MET 102 PRODUCTION DESIGN AND SPECIFICATIONS (3 cr.)** P: CGT 110 and MET 162. The design, evaluation, and documentation of engineering specifications required for manufacturability and assembly are introduced. Emphasis is on CAD-based detail assemblies, design layouts, equipment installations, and related industrial practices. II
- MET 111 APPLIED STATICS (3 cr.)** P: MATH-M 115, MET 162. Force systems, resultants and equilibrium, trusses, frames, beams, and shear and moments in beams are studied. II
- MET 141 MATERIALS I (3 cr.)** An overview of structures, properties, and applications of metals, ceramics, polymers, and composites commonly used in industry is presented. Problem solving skills are developed in the areas of materials selection, evaluation, measurement, and testing. I
- MET 142 MANUFACTURING PROCESSES I (3 cr.)** P: MET 141. Basic casting, forming, and joining processes are surveyed. This course emphasizes the selection and application of various processes. II
- MET 162 COMPUTATIONAL ANALYSIS TOOLS IN MET (1 cr.)** Credit is not granted for both MET 162 and MET 160. Instruction is given in analytical and computational problem-solving techniques. The electronic calculator, the factor-label method of unit conversions, and engineering graphs are used to solve technical problems in mechanical engineering technology. I
- MET 211 APPLIED STRENGTH OF MATERIALS (4 cr.)** P: MET 111, MET 162, MATH-M 208. The principles of strength, stiffness, and stability are introduced and applied primarily to mechanical components. I
- MET 213 DYNAMICS (3 cr.)** P: MET 111, MATH-M 208. Kinematics and kinetics principles of rigid-body dynamics are introduced. Emphasis is on the analysis of bodies in plane motion. I
- MET 214 MACHINE ELEMENTS (3 cr.)** P: MET 211, MET 213. The methods developed in statics, dynamics, and strength of materials are applied to the selection of basic machine components. The fundamental principles required for the selection of individual elements that compose a machine are developed. Selected course topics are included as computer exercises. II
- MET 220 HEAT AND POWER (3 cr.)** P: MATH-M 208, MET 162, PHYS-P 201 or PHYS-P 221. Heat and Power is an introduction to the principles of thermodynamics and heat transfer. Basic thermodynamic

processes are used to evaluate the performance of energy-based systems such as internal combustion engines, power plants, and refrigeration equipment. II

**MET 230 FLUID POWER (3 cr.)** P: MET 111 or PHYS-P 201 or PHYS-P 221; MET 162, MATH-M 208. This course consists of the study of compressible and incompressible fluid statics and dynamics, as applied to hydraulic and pneumatic pumps, motors, transmissions, and controls. II

**MET 242 MANUFACTURING PROCESSES II (3 cr.)** P: MET 141, MATH-M 115. This course surveys the manufacturing processes and tools commonly used to convert cast, forged, molded, and wrought materials into finished products. It includes the basic mechanisms of material removal, measurement, quality control, assembly processes, safety, process planning, and automated manufacturing. I

## **OLS: ORGANIZATIONAL LEADERSHIP AND SUPERVISION**

**OLS 252 HUMAN RELATIONS IN ORGANIZATIONS (3 cr.)** A survey of the concepts which provide a foundation for the understanding of individual and group behavior in organizations of work, with special emphasis on typical interpersonal and leadership relationships. I

**OLS 274 APPLIED LEADERSHIP (3 cr.)** P: OLS 252, or consent of instructor. Introduction to, and overview of, the fundamental concepts of leadership and supervision. Emphasis is placed on the supervisor's major functions and essential areas of knowledge, his or her relations with others, and his or her personal development. II

**OLS 284 LEADERSHIP PRINCIPLES (3 cr.)** Mastery of the basic knowledge managers need to effectively lead individual employees. Includes primary measures of performance success, leadership strategies, core leadership actions, and a comprehensive theory that explains how their strategies and actions cause positive attitudes and increased performance. II

**OLS 325 MEETING MANAGEMENT (3 cr.)** P: SPCH-S 121. An applications-oriented course in presenting technical information and conducting problem-solving and decision-making meetings. Special emphasis on leading and facilitating interactive meetings, as well as structuring information for effective presentations.

**OLS 331 OCCUPATIONAL SAFETY AND HEALTH (3 cr.)** A presentation of those aspects of occupational safety and health which are most essential to the first-line supervisor in business and industrial organizations. Emphasis is placed on developing an understanding of the economic, legal, and social factors related to providing a safe and healthful work environment.

**OLS 345 CRITICAL THINKING IN ORGANIZATIONS (3 cr.)** P: OLS 386 and OLS 388. This course focuses on systems thinking and understanding the research design and measurement theory used in solving organizational and human resource development problems. The emphasis is on applied methodology rather than on statistical issues, with the intent of the student becoming an effective consumer of information. The students learn how to report findings in a practical and influential manner. Includes the importance of knowledge management issues in organizations.

**OLS 351 INNOVATION AND ENTREPRENEURSHIP (3 cr.)** An in-depth study of innovation in existing organizations, as well as entrepreneurship in start-up businesses, franchises, family-owned firms, and other business formats.

**OLS 364 PROFESSIONAL DEVELOPMENT PROGRAM (3 cr.)** A survey course covering many professional and personal facets relative to entering the workforce upon graduation. Major areas addressed include resume preparation, interviewing techniques, development of job-search plans, grooming and social skills, and analysis of career fields and opportunities.

**OLS 375 TRAINING METHODS (3 cr.)** Principles, practices, and methods of employee training. Introductions to systematic training program design, development, and evaluation. Emphasis is on the supervisor as a trainer.

**OLS 376 HUMAN RESOURCE ISSUES (3 cr.)** Analyses and discussion of selected case problems concerning typical leadership and human resource management situations faced by a supervisor/manager. Emphasis is directed toward developing the student's attitude, philosophy, analytical ability, and problem-solving skills within the working environment.

**OLS 378 LABOR/MANAGEMENT RELATIONS (3 cr.)** An introduction to, and overview of, the fundamental concepts of labor relations, collective bargaining, and dispute resolution procedures. An inter-



national comparative analysis is used to assess some of the legal, economic, and political structures of labor relations.

- OLS 384 LEADERSHIP PROCESS (3 cr.)** An in-depth study of a sequence of manager actions that influence employees to achieve desired performance results. How these manager actions are transformed by employers into desired performance is also covered.
- OLS 386 LEADERSHIP FOR ORGANIZATIONAL CHANGE (3 cr.)** A survey of the concepts that provide a foundation for the understanding of leadership and its relationship to the management of organizational change, with special emphasis on managing the human side of quality improvement.
- OLS 388 LEADERSHIP THROUGH TEAMS (3 cr.)** An in-depth study of self-directed work teams and team processes in the work setting, with a view to understanding team functions under varying task conditions. Especially emphasized is the leadership of teams for effective performance and maximum member satisfaction. This course deals extensively with maintenance and task behaviors of team members.
- OLS 440 LEADING WITH INTEGRITY (3 cr.)** An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistle-blowing, and company loyalty; regulation, self, and government; the logic and future of capitalism. Emphasis on business law and legal impacts on ethical decision-making.
- OLS 450 PROJECT MANAGEMENT FOR ORGANIZATIONAL AND HUMAN RESOURCE DEVELOPMENT (3 cr.)** An introduction to project management concepts and practices in the context of human resource development projects.
- OLS 454 GENDER AND DIVERSITY IN MANAGEMENT (3 cr.)** The workforce of the future represents multiple differences, including gender, race, culture, ethnicity, physical abilities, and age. Following this broad-based perspective of diversity, this course focuses on using knowledge of diversity to develop the leadership potential of individuals in organizations.
- OLS 456 LEADERSHIP IN A GLOBAL ENVIRONMENT (3 cr.)** Exploration of leadership strategies for organizations engaged in international business. Includes understanding cultural differences and diverse business practices, and the challenges of competing in a global marketplace.
- OLS 467 SUPERVISED PRACTICUM (3 cr.)** P: Consent of instructor. An instructor-directed practicum designed to combine university study with service learning. Designed to be scheduled during a regular semester. (Course may be repeated for up to 6 cr.)
- OLS 476 COMPENSATION PLANNING AND MANAGEMENT (3 cr.)** Planning and implementation of a total compensation system, including job analysis, job evaluation, salary survey and analysis, benefits and development of a structured pay system. Includes behavioral implications and legal compliance issues.
- OLS 477 CONFLICT MANAGEMENT (3 cr.)** A study of the methods for dealing with inner-personal, interpersonal, and political disputes by means generally outside the traditional court system. Students investigate the theoretical and practical aspects of conflict assessment, negotiation, problem solving, mediation, and arbitration.
- OLS 479 STAFFING ORGANIZATIONS (3 cr.)** An applications-oriented study of key concepts in staffing organizations, including principles and issues in conducting job analysis, preparing job specifications, and screening/selecting employees. Special emphasis on the design, validation, and operation of high-volume staffing systems.
- OLS 484 LEADERSHIP STRATEGIES FOR QUALITY AND PRODUCTIVITY (3 cr.)** A study of how organizational leaders create an environment conducive to high levels of employee self-motivation, quality, and productivity. Actual case situations are used to illustrate the application of course content.
- OLS 487 LEADERSHIP PHILOSOPHY (3 cr.)** P: OLS 376 or consent of instructor. A review of current managerial education and development theories and practices; discussion of fundamental social, economic, and political changes affecting business and the art of managing; implications of these changes for individual manager development and continued growth.
- OLS 491 INTERNSHIP PROGRAM (3 cr.)** P: OLS majors only. A work practicum designed to combine university study with work experience directly related to the student's plan of study. To receive credit the internship must incorporate the concepts taught in the organizational leadership courses, and the job must have a leadership component to it. Approval must be obtained from the internship coordinator prior to registering for the class. (Course may be repeated for up to 6 cr.)
- OLS 499 INDEPENDENT STUDY (3 cr.)** P: Instructor consent and departmental approval. Supervised individual research on appropriate topics. OLS 499 is set up through the individual instructor. (Course may be repeated for up to 6 cr.)

## RESERVE OFFICERS' TRAINING CORPS PROGRAMS

IU South Bend offers the opportunity to combine the pursuit of an academic degree with earning an officer's commission. Students should check with their academic program advisors concerning applicability of Reserve Officers' Training Corps (ROTC) program credit(s) toward degree requirements. No tuition is charged for 100- and 200-level ROTC courses; regular IU South Bend tuition rates are assessed for 300- and 400-level courses. Course descriptions begin on page 372.

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### MILITARY SCIENCE

**PROFESSOR:** Jordan (Chairperson)  
**ASSISTANT PROFESSORS:** Dukeman, Gibbs, Masapollo, Osborne, Wood

The Army ROTC program develops leadership ability and prepares students for the challenges and responsibilities they will face as Army officers and civilian leaders. Through a series of classroom courses and practical exercises, cadets learn self-confidence, time management and decision-making skills. The role of the professional officer in the preservation of peace and national security is emphasized, with particular attention placed on ethical conduct and the officer's responsibilities to society. The program culminates in an officer's commission as a Second Lieutenant in the Active Army, Army Reserve, or Army National Guard. Opportunities for follow-on postgraduate study also exist.

The mission of the United States Army Reserve Officer Training Corps (ROTC) program is to prepare quality college students to assume the role of a commissioned officer in the United States Army upon graduation. Students enrolling in Military Science (Army ROTC) are under no service obligation until enrollment in the advanced course portion of the program (MIL-G 311, MIL-G 312, MIL-G 411 and MIL-G 412). After completion of the ROTC program, the student is obligated to serve four years in the active Army, or eight years in the United States Army Reserve or Army National Guard. It should be known that junior military officers are among the highest recruited population group of people in their twenties because of their leadership, management, and interpersonal skills. The Army basic-level courses (MIL-G 111, MIL-G 112, MIL-G 211, and MIL-G 212) can be taken for credit without being an Army ROTC cadet. All reference materials and uniforms are supplied by the department.

Tuition scholarships are available to qualified students; providing for tuition, books, and fees. Upon enrollment in the advanced course (or as a scholarship student) of the program, students earn a monthly stipend of between \$250-400 per month. Interested students should contact the Notre Dame Army ROTC scholarship and enrollment officer at (574) 631-6896 or at 1-800-UND-ARMY.

### ADDITIONAL ARMY ROTC CURRICULUM

#### *Professional Military Education Requirements*

In addition to the military science requirements outlined above, Army ROTC scholarship students are required to complete other specified university courses. These additional requirements are taken as a part of the student's field of study or as degree electives, depending upon the college in which the student is enrolled. Students are notified of such requirements prior to joining the Army ROTC program, and as part of the ROTC orientation. An approved list of courses that meet the professional military education requirement is available.

### STUDENT ORGANIZATIONS AND ACTIVITIES

All Army ROTC students have the opportunity to participate in a variety of activities, to include drill team, ranger challenge team, color guard; and the 'Shamrock', the Fightin' Irish Battalion's newsletter and Internet page. Army ROTC students also have the opportunity to attend Airborne School, Air Assault School, Northern Warfare School, and Mountain Warfare School during the summer break.

### STUDENT AWARDS AND PRIZES

#### *The Dixon Award*

A \$200 cash award, presented to an outstanding senior who has displayed exceptional performance during the annual Dixon Challenge.

#### *Veterans of Foreign Wars of the United States Sword*

An Army officer's sword, presented annually to the battalion's cadet commander.

#### *Patrick Haley Award*

A Notre Dame gold wristwatch, presented annually to the cadet who attains the highest academic grade point average.

#### *Col. William T. Brooks Award*

A pair of boots and a plaque, given to the Ranger company commander during the past academic year.

#### *Dr. Michael McKee Award*

A \$100 cash award, presented each year to the outstanding member of the battalion's drill team and/or honor guard.

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## NAVAL SCIENCE (NURSING PROGRAM)

**PROFESSOR:** Neller (Chairperson)

**ASSISTANT PROFESSORS:** Herman, Karnowski, Keigher,  
Lipke, Seager, Theriot

The mission of the Naval Reserve Officer Training Corps (NROTC) is to educate and train officer candidates, ensuring that they possess the moral, intellectual, and physical qualities to serve successfully as officers in the United States Navy and Marine Corps. As the largest single source of Navy and Marine Corps officers, the NROTC scholarship program fills a vital need in preparing mature young men and women for leadership and management in an increasingly technical Navy and Marine Corps. Nursing scholarships are available for students participating in the IU South Bend nursing program.

Depending upon the student's status (scholarship or nonscholarship) and their goals, certain courses regularly offered by other university departments are required. Students enrolled in the two-year NROTC program attend the Naval Science Institute in Newport, Rhode Island, for seven weeks during the summer prior to their junior year to complete additional courses required for the NROTC program curriculum.

Interested students should contact the University of Notre Dame NROTC Office at (574) 631-7274 or toll free at (877) 636-7682. Students can also visit the NROTC Internet site at [www.nd.edu/~nrotc](http://www.nd.edu/~nrotc).

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## AEROSPACE STUDIES

The Air Force Reserve Officer Training Corps (ROTC) is an educational program designed to give men and women the opportunity to become an Air Force officer while completing a degree. The Air Force ROTC program develops the leadership and management skills students need to become leaders in the twenty-first century. In return for challenging and rewarding work, we offer the opportunity for advancement, education and training, and the sense of pride that comes from serving our country. Upon completion of the Air Force ROTC program students are commissioned as Second Lieutenants in the Air Force. Following commissioning, there are excellent opportunities for additional education in a wide variety of academic fields. Our mission: "To produce leaders for the Air Force and build better citizens for America."

For more information, contact the AFROTC department at (574) 631-6634 or access the Internet site at [www.nd.edu/~afrotc](http://www.nd.edu/~afrotc).

### STUDENT ORGANIZATIONS AND ACTIVITIES

The Air Force ROTC program offers many opportunities for leadership and personal development. Cadets have the opportunity to participate in the Notre Dame Service Award winning Arnold Air Society program. Notre Dame has recognized the great contributions of this service organization several times in the past few years. Also, cadets have the chance to receive orientation flights through our affiliation with Civil Air Patrol. With base visits, hosting the Flyin Irish basketball tournament, writing articles for our Skywriting newspaper and the Air Force ROTC Leader magazine, our cadets maintain a busy schedule while increasing their leadership and communications ability.



# RESERVE OFFICER'S TRAINING CORPS

## COURSE DESCRIPTIONS

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### AERO: AEROSPACE STUDIES

The following course descriptions give the number and title of each course. Credit hours per semester are in parentheses.

**NOTE: X11 COURSES ARE TAUGHT DURING THE FALL SEMESTER AND X12 COURSES ARE TAUGHT DURING THE SPRING SEMESTER.**

- AERO-A 111 THE FOUNDATIONS OF THE UNITED STATES AIR FORCE I (1 cr.)** A survey course designed to introduce students to the United States Air Force and Air Force ROTC. Featured topics include: mission of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. I
- AERO-A 112 THE FOUNDATIONS OF THE UNITED STATES AIR FORCE II (1 cr.)** Additional study of the organizational structure of the Air Force with emphasis on leadership and communications skills. II
- AERO-A 111L/112L LEADERSHIP LABORATORY (0 cr.)** A study of Air Force customs and courtesies, drill and ceremonies, and military commands. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. I, II
- AERO-A 211 EVOLUTION OF USAF AIR AND SPACE POWER I (1 cr.)** A course designed to examine the general aspects of air and space power through an historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles through the Korean War and into the Cold War era. I
- AERO-A 212 EVOLUTION OF USAF AIR AND SPACE POWER II (1 cr.)** Further study from the Vietnam War to the space-age global positioning systems of the Persian Gulf War. Effective communication techniques are also emphasized. II
- AERO-A 211L/212L LEADERSHIP LABORATORY (0 cr.)** Further study on Air Force customs and courtesies, drill and ceremonies, and military commands. Includes additional emphasis on the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. I, II
- AERO-A 311 AIR FORCE LEADERSHIP STUDIES I (3 cr.)** A study of leadership, management fundamentals, professional knowledge, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising the practical application of the concepts being studied. I
- AERO-A 312 AIR FORCE LEADERSHIP STUDIES II (3 cr.)** Further study of the Air Force personnel and evaluation systems, leadership ethics, and additional communication skills. II
- AERO-A 311L/312L LEADERSHIP LABORATORY (0 cr.)** Activities classified as leadership and management experiences involving the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also includes interviews, guidance, and information which increase the understanding, motivation, and performance of other cadets. I, II
- AERO-A 398 INTRODUCTION TO PRINCIPLES OF FLIGHT (3 cr.)** A study of the general principles of flight, meteorology, navigation, and the federal aviation rules; to prepare students for primary flying or private pilot examination. Limited non-ROTC enrollment opportunities.
- AERO-A 411 NATIONAL SECURITY AFFAIRS I (3 cr.)** An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. I
- AERO-A 412 NATIONAL SECURITY AFFAIRS (3 cr.)** Further focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. II
- AERO-A 411L/412L LEADERSHIP LABORATORY (0 cr.)** Further activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also includes interviews, guidance, and information which increase the understanding, motivation, and performance of other cadets. I, II

**MIL: MILITARY SCIENCE**

- MIL-G 111 FOUNDATIONS OF OFFICERSHIP (1 cr.)** A study of the organization of the Army with an emphasis on understanding the implementation of officership, leadership, and Army values. Military courtesy, discipline, customs, and traditions of the service, fitness, and communication are taught and demonstrated through practical exercise. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as land navigation and marksmanship. I
- MIL-G 112 BASIC MILITARY LEADERSHIP (1 cr.)** A study of functions, duties, and responsibilities of junior leaders. Emphasizes operations of the basic military team to include an introduction to the Army's problem solving process as well as the fundamentals of time and resource management. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as first aid, United States weapons, and military communication. II
- MIL-G 211 INDIVIDUAL LEADERSHIP (2 cr.)** Study and application of map reading skills, military communications, and development of individual leadership techniques by learning the fundamentals of small-unit tactical operations. Emphasis on individual physical fitness and conducting self evaluations to facilitate growth. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques, along with instruction on basic military skills of land navigation and rifle marksmanship. I
- MIL-G 212 LEADERSHIP AND TEAMWORK (2 cr.)** Study and application of mission planning and orders with an emphasis on small unit leadership in tactical settings. Land navigation, map reading, marksmanship, and communication skills are evaluated. Students are expected to demonstrate that they have mastered basic soldier skills and leadership fundamentals. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques, along with advanced instruction on military skills. II
- MIL-G 213 LEADERSHIP TRAINING COURSE (BASIC CAMP) (5 cr.)** Students wishing to enter this program can apply to attend the four-week summer camp at Fort Knox, Kentucky. Attendance and successful completion of the Leadership Training Course (LTC) summer camp, is substituted for the basic courses (MIL-G 111, MIL-G 112, MIL-G 211, and MIL-G 212). At the LTC, the student is trained, fed, and housed at the expense of the government. The student also receives travel pay plus a salary of approximately \$672 for the four-week program. Interested students should contact the military science department at (574) 631-6896 or 1-800-UND-ARMY for more details. Upon the successful completion of MIL-G 213, the student is eligible for enrollment in the advanced Army ROTC program at the University of Notre Dame and eligible to receive an Army ROTC two-year scholarship; which provides for tuition, books, and fees for its recipients; as well as a monthly stipend of between \$450-500 per month. S
- MIL-G 311 LEADERSHIP AND PROBLEM SOLVING (2 cr.)** Military decision making, problem analysis, and integrated planning of platoon operations. Analysis of the components of leadership through practical exercises and historical examples. Includes one 48-hour field training exercise. I
- MIL-G 312 LEADERSHIP AND ETHICS (3 cr.)** Advanced military decision making, problem analysis and integrated planning with synchronization of multiple assets. This is conducted on the basis of platoon operations and tactics. Includes two 48-hour field exercises. II
- MIL-G 411 THE PROFESSIONAL OFFICER (2 cr.)** Advanced study of military leadership and management. Discusses staff organization, functions, and processes. Analyzes counseling methods and responsibilities. Examines organization climate and training management. I
- MIL-G 412 MILITARY MANAGEMENT (2 cr.)** Study of the Law of War, Code of Conduct, personnel management, information on awards, separations, promotions, evaluations, assignments, and counseling techniques. Includes precommissioning seminars to address current military problems, trends, and customs. II
- MIL-G 414 AMERICAN MILITARY HISTORY I (1 cr.)** This military history course is the first part of a two-semester survey course with an analysis of American military history from the early American colonial period through the current global war on terrorism. The MIL-G 414 course is designed as an exploration into the evolution of modern warfare; with special emphasis on the technological developments, organization adaptations, and doctrinal innovations that have shaped the American military, from its first conception in 1607, through the 1900s. The successful completion of MIL-G 414 and MIL-G 415 meets the military history precommissioning requirement for United States Army ROTC cadets.

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\*Leadership Laboratory is open to students who are members of ROTC, or who are eligible to pursue a commission, as determined by the professor of aerospace studies.

**MIL-G 415 AMERICAN MILITARY HISTORY II (1 cr.)** P: MIL-G 414. The military history course is a two-semester survey course with an analysis of American military history, from the revolutionary war, through the current global war on terrorism. The MIL-G 415 course is designed to be an exploration into the evolution of modern warfare; with special emphasis on the technological developments, organizational adaptations, and doctrinal innovations that have shaped the American military from the 1900s through the modern-day war on terrorism. Part of this course includes a field trip to the nearby First Division Museum at Cantigny in Wheaton, IL. The successful completion of MIL-G 414 and MIL-G 415 meets the military history requirement for United States Army ROTC cadets, prior to completion of the program.



## RESIDENT FACULTY, LIBRARIANS, AND ADMINISTRATIVE STAFF

### ALL TENURE TRACK FACULTY ARE GRADUATE FACULTY

- Ackoff, Karen, M.F.A. (*Rochester Institute of Technology, 1985*), Program Director of Graphic Design, and Associate Professor of Fine Arts, Ernestine M. Raclin School of the Arts
- Adaikkalavan, Raman, Ph.D. (*University of Texas, 2006*), Assistant Professor of Computer and Information Sciences, College of Liberal Arts and Sciences
- Agarwal, Sushma, M.Phil. (*Meerut University, 1973*), Senior Lecturer in Mathematics, College of Liberal Arts and Sciences
- Agbetsiafa, Douglas K., Ph.D. (*University of Notre Dame, 1980*), Professor of Economics, School of Business and Economics
- Agbetsiafa, Patricia A., M.P.A. (*Indiana University South Bend, 1990*), Director of Administrative and Student Services, School of Business and Economics
- Aghimien, Peter A., D.B.A. (*Louisiana Tech University, 1986*), C.P.A., Chairperson of Accounting Area, and Professor of Accounting, School of Business and Economics
- Ahlgrim, Kevin L., Telecommunications Specialist/Consultant, Department of Information Technologies
- Alexander, Jannette G., Ed.D. (*Andrews University, 1989*), Associate Professor of Counseling and Human Services, School of Education
- Allee, Julie C., M.A. (*Central Missouri State University, 2002*), Lecturer in Communication Arts, Ernestine M. Raclin School of the Arts
- Alvis, Dean L., Ph.D. (*University of Oregon, 1980*), Associate Professor of Mathematics, College of Liberal Arts and Sciences
- Ames, Pat C., Ph.D. (*Clairmont Graduate University, 2003*), Vice Chancellor of Information Technologies
- Anderson, Gretchen L., Ph.D. (*University of Minnesota, 1987*), Professor of Chemistry, College of Liberal Arts and Sciences
- Anderson, Sue A., M.S. (*Purdue University Calumet, 1997*), Lecturer in Nursing, Division of Nursing and Health Professions
- Anderson, Tracey A., J.D. (*University of Arizona, 1984*), C.P.A., Professor of Accounting, School of Business and Economics
- Augustine, Carley, M.S. (*Bowling Green State University, 2003*), Assistant Professor of Computer Graphics Technology, Purdue University College of Technology
- Badridze, Ketevan, M.M. (*Tbilisi State University, 1993*), Lecturer in Music, Ernestine M. Raclin School of the Arts
- Baierl, Kenneth W., Jr., B.S. (*University of Wisconsin—LaCrosse, 1978*), Director of Marketing and Communications, Public Affairs and University Advancement
- Balmer, Lori N., B.G.S. (*Indiana University South Bend, 1999*), Clinical Coordinator, and Lecturer in Radiography, Division of Nursing and Health Professions
- Barrau, Oscar, Ph.D. (*University of Pennsylvania, 1995*), Assistant Professor of Spanish, College of Liberal Arts and Sciences
- Barton, David K., Ph.D. (*University of California, Santa Barbara, 1974*), Director of Graduate Studies, Area Coordinator, and Professor of Music, Ernestine M. Raclin School of the Arts
- Basolo-Kunzer, Mary C., D.N.Sc. (*Rush University, 1984*), Associate Professor of Nursing, Division of Nursing and Health Professions
- Batzinger, Robert P., Ph.D. (*University of Wisconsin—Madison, 1981*), Ph.D. (*Johns Hopkins University, Baltimore, 1978*), Informatics Laboratory Supervisor, College of Liberal Arts and Sciences
- Beathe, Carol J., Ph.D. (*Loyola Marymount University, 2003*), Assistant Professor of Social Work, School of Social Work
- Bedford, Robert E., M.S. (*University of Wisconsin—Oshkosh, 1984*), Director of Multicultural Enhancement, Office of Student Affairs and Enrollment Management
- Behrend, Christine A., B.A. (*Indiana University South Bend, 1997*), Academic Counselor, School of Education
- Bender, Eileen T., Ph.D. (*University of Notre Dame, 1977*), Co-Director of Higher Learning Commission Self-Study; and Professor of English, College of Liberal Arts and Sciences
- Bennion Turba, Elizabeth A., Ph.D. (*University of Wisconsin, 2001*), Director of the American Democracy Project; and Assistant Professor of Political Science, College of Liberal Arts and Sciences
- Black, Grant C., Ph.D. (*Georgia State University, 2001*), Director of the Bureau of Business and Economics Research, Director of the Center for Economic Education, and Assistant Professor of Economics, School of Business and Economics
- Blodgett, James E., Ph.D. (*Indiana University Bloomington, 1975*), Associate Professor of English, College of Liberal Arts and Sciences
- Blodgett, Linda L., Ph.D. (*University of Michigan, 1987*), Ph.D. (*Indiana University Bloomington, 1978*), Associate Professor of International Business, School of Business and Economics
- Bontrager, Sydney G., M.S. (*Indiana University South Bend, 1999*), Lecturer in Social Studies Education, School of Education
- Borlik, Kathleen F., A.B. (*Indiana University Bloomington, 1979*), Associate Director of Public Communications, Public Affairs and University Advancement
- Bontrager, Brenda R., M.S. (*Indiana University—Purdue University Fort Wayne, 1987*), Lecturer in Earth Sciences, College of Liberal Arts and Sciences
- Borshuk, Catherine, Ph.D. (*Carleton University, 2000*), Associate Professor of Psychology, College of Liberal Arts and Sciences

- Botkin, Nancy C., M.L.S. (*Indiana University South Bend, 1990*), Assistant Director of First-Year Writing, and Senior Lecturer in English, College of Liberal Arts and Sciences
- Bridger, M. Ann, M.A. (*Indiana University—Purdue University Fort Wayne, 1993*), Lecturer in English, College of Liberal Arts and Sciences
- Brittenham, Rebecca L., Ph.D. (*Rutgers University, 1994*), Associate Professor of English, College of Liberal Arts and Sciences
- Brown, Anne E., Ph.D. (*Brandeis University, 1984*), Associate Chairperson of Mathematical Sciences, and Associate Professor of Mathematics Education, College of Liberal Arts and Sciences
- Brown, Cheri A., Ph.D. (*University of Nebraska at Lincoln, 1980*), Associate Professor of German, College of Liberal Arts and Sciences
- Browning, Gary R., A.S. (*Indiana University South Bend, 1997*), Helpdesk Coordinator/Webmaster, Department of Information Technologies
- Bruce, Steven T., M.A. (*Morehead State University, 1984*), Women's Head Basketball Coach, Office of Student Affairs and Enrollment Management
- Bryant, Dé, Ph.D. (*Michigan State University, 1990*), Professor of Psychology, College of Liberal Arts and Sciences
- Bryner, Bruce A., A.S. (*Vincennes University, 1984*), Senior Manager, Information Technology Property and Procurement, and Chief Security Officer, Department of Information Technologies
- Buckman, Cathy M., M.S. (*Indiana University South Bend, 1992*), Assistant Vice Chancellor for Enrollment Services and Registrar, Office of Student Affairs and Enrollment Management
- Bushnell, Peter G., Ph.D. (*University of Hawaii at Manoa, 1988*), Chairperson of Biological Sciences, and Professor of Biology, College of Liberal Arts and Sciences
- Bushong, John E., M.A. (*Western Michigan University, 1975*), Lecturer in Special Education, School of Education
- Butchko, Lori A., M.S. (*Springfield College, 2003*), Student Services Coordinator, Purdue University College of Technology
- Candler, Gaylord G., Ph.D. (*Indiana University Bloomington, 1998*), Assistant Professor of Public and Environmental Affairs, School of Public and Environmental Affairs
- Carder, Lois, M.F.A. (*Mankato State University, 1981*), Associate Dean of Production, and Professor of Theatre, Ernestine M. Raclin School of the Arts
- Castano, Marianne S., Ph.D. (*Harvard Graduate School of Education, 2003*), Instructional Strategy Consultant, University Center for Excellence in Teaching
- Caul, Jacqueline L., Ph.D. (*Michigan State University, 1975*), Vice Chancellor for Student Affairs and Enrollment Management
- Chaney, Joseph R., Ph.D. (*University of California, Irvine, 1993*), Director of General Education; and Associate Professor of English, College of Liberal Arts and Sciences
- Chang, Kiyong, Ph.D. (*University of Wisconsin, 2004*), Assistant Professor of Finance, School of Business and Economics
- Chang, Ni, Ed.D. (*Vanderbilt University, 1996*), Associate Professor of Elementary Education, School of Education
- Chari, Murali D., Ph.D. (*Temple University, 1997*), Associate Professor of Management, School of Business and Economics
- Chen, Linda, Ph.D. (*University of Massachusetts Amherst, 1988*), Chairperson, and Professor of Political Science, College of Liberal Arts and Sciences
- Cheng, Xiaoqiang, M.L.I.S. (*University of Texas at Austin, 1995*), Head of Computer Applications, and Assistant Librarian, Franklin D. Schurz Library
- Cheng, Yi, Ph.D. (*University of Minnesota, 1992*), Associate Professor of Mathematics, College of Liberal Arts and Sciences
- Chmielewski, Christine M., M.P.A. (*Indiana University South Bend, 2006*), Academic Advisor, College of Liberal Arts and Sciences
- Choi, Chang, Ph.D. (*University of Michigan, 1968*), Associate Professor of Mathematics, College of Liberal Arts and Sciences
- Christopher, Karen J., M.S. (*Indiana University, 1987*), Assistant Director of General Studies, and Adjunct Lecturer in General Studies, School of Continuing Studies
- Church, Beverly J., Director of User Support and Information Technologies Communications, Department of Information Technologies
- Clark, Karen B., Ph.D. (*Pennsylvania State University, 1993*), Assistant Dean of the School of Education, Chairperson of the NCATE Steering Committee, and Associate Professor of Special Education, School of Education
- Clark, Thomas M., Ph.D. (*University of California, Irvine, 1994*), Associate Professor of Biology, College of Liberal Arts and Sciences
- Colborn, J. Randall, M.F.A. (*Purdue University, 1986*), Area Coordinator, and Associate Professor of Theatre, Ernestine M. Raclin School of the Arts
- Colborn, Nancy A., M.L.S. (*Indiana University Bloomington, 1993*), Coordinator of Staff Development and Public Relations, and Associate Librarian, Franklin D. Schurz Library
- Coleman, Catherine E., B.S. (*Indiana University South Bend, 1972*), Academic Advisor, School of Business and Economics
- Collins, Jacquelyn D., Ph.D. (*University of Notre Dame, 1984*), Lecturer in English, College of Liberal Arts and Sciences
- Collins, Louise, Ph.D. (*McGill University, 1993*), Chairperson, and Associate Professor of Philosophy, College of Liberal Arts and Sciences
- Cook, Richard A., M.S. (*Indiana University South Bend, 1977*), Academic Learning Services, Office of Student Affairs and Enrollment Management; and Lecturer in Mathematics, College of Liberal Arts and Sciences
- Cook, Susan J., M.A. (*Indiana University South Bend, 1991*), Lecturer in Biology, College of Liberal Arts and Sciences



- Cooper, Beverly A., M.A. (*Ball State University, 1986*), Director of Financial Aid, Office of Student Affairs and Enrollment Management
- Cordell, Rosanne M., M.L.S. (*Indiana University Bloomington, 1991*), Head of Reference Services, and Associate Librarian, Franklin D. Schurz Library
- Cress, Susan M., Ed.D. (*University of Florida, 1989*), Coordinator of Elementary Education, and Associate Professor of Early Childhood Education, School of Education
- Cubelic, Smiljka N., M.S. (*Indiana University Bloomington, 1975*), Lecturer in English, College of Liberal Arts and Sciences
- Curtis, Mark A., Ed.D. (*Western Michigan University, 1992*), Professor and Director, Purdue University College of Technology
- Darnel, Michael R., Ph.D. (*University of Kansas, 1983*), Professor of Mathematics, College of Liberal Arts and Sciences
- David, H. Lane, M.A. (*University of Colorado, 1998*), Assistant Professor of Economics, School of Business and Economics
- Davies, Randall S., Ph.D. (*Brigham Young University, 2002*), Assistant Professor of Educational Research, School of Education
- Davis, John B., M.A. (*University of Notre Dame, 1994*), Director of the Language Resource Center, and Senior Lecturer in Spanish, College of Liberal Arts and Sciences
- deBruyn, Carl H., A.S. (*R.E.T.S., 1964*), Assistant Director and Maintenance Supervisor, Facilities Management
- Dees, Patricia B., J.D. (*Valparaiso University, 1997*), Director, Affirmative Action
- DeKeyser, Jerry C., B.S. (*Indiana University South Bend, 1998*), Computer Science Laboratory Supervisor, College of Liberal Arts and Sciences
- DeMyer, Craig A., M.S. (*Colorado State University, 1975*), System Analyst and Support, Office of Student Affairs and Enrollment Management
- Dennie, Rick C., B.A. (*Huntington College, 1987*), Director of Student Support, Office of Student Affairs and Enrollment Management
- DePoy, Harry J., Systems Support Consultant, Department of Information Technologies
- Detlef, Joanne B., M.A. (*Indiana University, 1961*), Director of Writing Center, College of Liberal Arts and Sciences
- Dilley, Catherine J., B.S. (*Indiana University South Bend, 1990*), Program Manager of Microcomputer Laboratory, Extended Learning Services
- Dimitrakopoulos, Mary Anna C., M.A. (*Indiana University Bloomington, 1981*), Director of Advance College Project, College of Liberal Arts and Sciences
- Dobrzykowski, Teresa M., D.N.S. (*Indiana University—Purdue University Indianapolis, 1998*), Associate Professor of Nursing, Division of Nursing and Health Professions
- Douglas, David W., D.D.S. (*Indiana University, 1980*), Clinical Coordinator, and Clinical Assistant Professor of Dental Education, Division of Nursing and Health Professions
- Droege, Anthony J., M.F.A. (*University of Iowa, 1968*), Area Coordinator, and Professor of Fine Arts, Ernestine M. Raclin School of the Arts
- Ducoffe, Robert H., Ph.D. (*Michigan State University, 1989*), Dean of the School of Business and Economics, and Professor of Economics, School of Business and Economics
- Dunwoody, Jeffrey L., B.S. (*Central Michigan University, 1981*), Director of the IU South Bend Bookstore
- Dyczko, Moira, B.A. (*Indiana University Bloomington, 1998*), Production Coordinator, Ernestine M. Raclin School of the Arts
- Eggleston, Jane A., M.A. (*University of Notre Dame, 1985*), Lecturer in English as a New Language, College of Liberal Arts and Sciences
- Einspahr, Jennifer L., B.S. (*Indiana University South Bend, 2004*), Environmental Health and Safety Manager, Department of Safety and Security
- Elliott, Julie M., M.L.S. (*Indiana University, 2001*), Coordinator of Public Relations and Outreach, and Assistant Librarian, Franklin D. Schurz Library
- Emmons, Brian A., B.S. (*Purdue University, 2002*), Application Support Consultant, Department of Information Technologies
- Espahbodi, Reza, Ph.D. (*University of Alabama, Tuscaloosa, 1981*), C.P.A., Professor of Accounting, School of Business and Economics
- Evans, Andy, Application Support Consultant, Department of Information Technologies
- Fassett, David, Ed.D. (*Ball State University, 2006*), Acting Assistant Professor of Special Education, School of Education
- Feighery, William G., Ph.D. (*State University of New York—Buffalo, 1990*), Chairperson, and Associate Professor of Chemistry, College of Liberal Arts and Sciences
- Fenner, E.J., M.S.N. (*University of Pittsburgh, 1992*), Lecturer in Nursing, Division of Nursing and Health Professions
- Fermoye, Carolyn R., M.B.A. (*Indiana University South Bend, 1993*), Program Manager, and Adjunct Lecturer, Extended Learning Services
- Finch, Daniel, A.S. (*ITT Technical Institute, 1985*), Systems Consultant, Department of Information Technologies
- Fisher, Linda F., M.L.S. (*Western Michigan University, 1979*), Head of Government Publications, and Associate Librarian, Franklin D. Schurz Library
- Fletcher, Michael F., B.A. (*Indiana University South Bend, 1998*), Manager, User Support-Helpdesk, Department of Information Technologies
- Fong-Morgan, Bridget M., Ph.D. (*University of Michigan, 1998*), Associate Professor of Spanish, College of Liberal Arts and Sciences
- Fox, Constance J., M.S. (*Northwestern University, 1980*), Chemistry Laboratory Supervisor, College of Liberal Arts and Sciences
- Fox, Mark A., Ph.D. (*University of Canterbury, 1996*), Chairperson of Management, and Professor of Management and Entrepreneurship, School of Business and Economics

- Franz, Michael R., M.S. (*Western Michigan University, Kalamazoo, 2004*), *Biology Laboratory Supervisor, College of Liberal Arts and Sciences*
- Fred, J. David, M.S.M. (*Purdue University, 1975*), *C.P.A., Associate Professor of Accounting, School of Business and Economics*
- Freitas, David J., Ed.D. (*Boston University, 1983*), *Associate Dean of Instruction, Ernestine M. Raclin School of the Arts, and Professor of Education, School of Education*
- Fritschner, Linda M., Ph.D. (*University of California, Davis, 1971*), *Associate Vice Chancellor for Academic Affairs, and Professor of Sociology, College of Liberal Arts and Sciences*
- Froysland, Hayley S., Ph.D. (*University of Virginia, 2002*), *Assistant Professor of History, College of Liberal Arts and Sciences*
- Fry, Jennifer S., *Director of Costume Technology, and Lecturer in Theatre, Ernestine M. Raclin School of the Arts*
- Fuchs, Kevin A., M.A. (*Western Michigan University, 2002*), *Lecturer in Spanish, College of Liberal Arts and Sciences*
- Fujita, Frank, Ph.D. (*University of Illinois at Urbana—Champaign, 1994*), *Director of Honors Program; and Professor of Psychology, College of Liberal Arts and Sciences*
- Gerencser, Steven A., Ph.D. (*University of Minnesota, 1996*), *Associate Professor of Political Science, College of Liberal Arts and Sciences*
- Gersey, Martin L., M.P.A. (*Indiana University South Bend, 1990*), *Director, Safety and Security; and Adjunct Lecturer, School of Public and Environmental Affairs*
- Gift, Alan D., Ph.D. (*Purdue University, 2002*), *Assistant Professor of Chemistry, College of Liberal Arts and Sciences*
- Gillen, Kevin M., M.A. (*Ball State University, 2003*), *Coordinator of the SPCH-S 121 Program, and Lecturer in Communication Arts, Ernestine M. Raclin School of the Arts*
- Gilroy, Janet N., M.S. (*University of Scranton, 1988*), *Student Services Coordinator, Division of Nursing and Health Professions*
- Gindele, Karen C., Ph.D. (*Brown University, 1992*), *Director of Graduate Programs in English, and Associate Professor of English, College of Liberal Arts and Sciences*
- Goehring, Tiffany M., B.A. (*Indiana University South Bend, 2004*), *Graphic Designer, Public Affairs and University Advancement*
- Grant, Otis B., J.D. (*University of Connecticut, 1997*), *Associate Professor of Law and Society, College of Liberal Arts and Sciences*
- Green, Yoshiko O., M.S. (*Indiana University South Bend, 1999*), *Lecturer in Foreign Languages, College of Liberal Arts and Sciences*
- Grens, Ann M., Ph.D. (*University of California, San Diego, 1989*), *Associate Professor of Developmental Biology, College of Liberal Arts and Sciences*
- Gresback, Marcia E., B.S. (*University of Minnesota, 1979*), *Clinical Lecturer in Dental Education, Division of Nursing and Health Professions*
- Griffin, Johnnie M., Ph.D. (*Howard University, 2002*), *Assistant Professor of Sociology, College of Liberal Arts and Sciences*
- Guan, Junwei, Ph.D. (*Purdue University, 2003*), *Assistant Professor of Decision Sciences, School of Business and Economics*
- Guan, Zhong, Ph.D. (*University of Toledo, 2001*), *Assistant Professor of Statistics, College of Liberal Arts and Sciences*
- Guillaume, Alfred J., Jr., Ph.D. (*Brown University, 1976*), *Vice Chancellor for Academic Affairs; and Professor of French, College of Liberal Arts and Sciences*
- Haase, Joseph, B.A. (*Indiana University Bloomington, 1990*), *Instructional Media Consultant, Franklin D. Schurz Library*
- Hadley, Gail T., M.A. (*University of Michigan, 1972*), *Academic Learning Services, Office of Student Affairs and Enrollment Management; and Lecturer in Education, School of Education*
- Hakimzadeh, Hossein, Ph.D. (*North Dakota State University, 1993*), *Chairperson of Computer and Information Sciences, and Associate Professor of Computer and Information Sciences, College of Liberal Arts and Sciences*
- Hall, Leda McIntyre, Ph.D. (*Wayne State University, 1984*), *Assistant Dean, School of Public and Environmental Affairs, and Associate Professor of Public and Environmental Affairs, School of Public and Environmental Affairs*
- Halperin, Jan C., B.A. (*University of Wisconsin—Madison, 1974*), *Director of Development, Public Affairs and University Advancement*
- Hanson, Timothy P., M.F.A. (*University of Nevada, Las Vegas, 1993*), *Technical Director, and Assistant Professor of Theatre, Ernestine M. Raclin School of the Arts*
- Harding, Gene, M.S.E.E. (*Rose-Hulman Institute of Technology, 1989*), *Assistant Professor of Electrical and Computer Engineering Technology, Purdue University College of Technology*
- Harness, Teri A., *Executive Assistant to the Chancellor, Office of the Chancellor*
- Hartman, Rebecca S., B.S. (*Indiana University South Bend, 1988*), *Coordinator of Student Computer Laboratories, Department of Information Technologies; and Adjunct Lecturer in Computer Science, College of Liberal Arts and Sciences*
- Hawkins, Kristyn R., B.A. (*Indiana University South Bend, 2003*), *Clinical Lecturer in Dental Education, Division of Nursing and Health Professions*
- Heck, Marsha L., Ed.D. (*University of North Carolina at Greensboro, 1991*), *Associate Professor of Secondary Education, School of Education*
- Hengesbach, Rose Marie, M.B.A. (*Indiana University, 1988*), *Director of Student Scholarships, Office of Student Affairs and Enrollment Management*
- Henkleman, Amy M., B.S. (*University of Wisconsin, 2000*), *Assistant Director of Recreational Programs, Office of Student Affairs and Enrollment Management*

- Henry, Patricia, D.N.S. (*Indiana University—Purdue University Indianapolis*, 1999), Associate Professor of Nursing, Division of Nursing and Health Professions
- Hernando, Julio-Felix, Ph.D. (*Washington University in St. Louis*, 2005), Assistant Professor of Spanish, College of Liberal Arts and Sciences
- Herschede, Alfred J., Ph.D. (*University of Illinois at Urbana—Champaign*, 1976), Chairperson, and Professor of Economics, School of Business and Economics
- Hess, Diana L., M.P.A. (*Indiana University South Bend*, 1993), Program Manager of Student and Administrative Services, Extended Learning Services
- Hinnefeld, Jerry D., Ph.D. (*University of Notre Dame*, 1987), Chairperson of Physics and Astronomy, and Professor of Physics, College of Liberal Arts and Sciences
- Hittle, Vonda J., M.S. (*Indiana University Bloomington*, 1969), Lecturer in English, College of Liberal Arts and Sciences
- Holcombe, Michael L., M.S. (*Montana State University*, 1968), Associate Professor of Electrical and Computer Engineering Technology, Purdue University College of Technology
- Holland, Donald C., B.S. (*Purdue University*, 1976), Audit Manager, Bloomington Internal Audit
- Holm, Daniel T., Ph.D. (*University of Arizona*, 1993), Associate Professor of Education, School of Education
- Horvath, Michael J., Ed.D. (*University of Arizona*, 1978), Dean of the School of Education, and Professor of Education, School of Education
- Hosterman, Alec R., M.A. (*Ball State University*, 1997), Area Coordinator, and Lecturer in Communication Arts, Ernestine M. Raclin School of the Arts
- Howard, James H., M.S.Ed (*Indiana University South Bend*, 2001), Director, and Clinical Assistant Professor of Radiography, Division of Nursing and Health Professions
- Hubbard, Richard W., Ph.D. (*University of Notre Dame*, 1979), Associate Professor of Psychology, College of Liberal Arts and Sciences
- Huettl, Angela J., M.A. (*Indiana University—Purdue University Fort Wayne*, 2003), Academic Learning Services, Office of Student Affairs and Enrollment Management; and Lecturer in English, College of Liberal Arts and Sciences
- Hundley, John R., M.B.A. (*Washington University*, 1965), Director of Human Resources; and Adjunct Lecturer in Business, School of Business and Economics
- Hurst, James R., Ph.D. (*University of Florida*, 1994), Director of the Student Counseling Center; and Clinical Assistant Professor of Counseling and Human Services, School of Education
- Isaacson, Randall M., Ph.D. (*Michigan State University*, 1976), Coordinator of Direct Admits, and Associate Professor of Education, School of Education
- Jackson, Jeffery L., M.S. (*California State University, North Ridge*, 2001), Director of Career Services, Office of Student Affairs and Enrollment Management
- Jay, Chad E., M.F.A. (*University of Cincinnati*, 1997), Lecturer in Visual Arts, Ernestine M. Raclin School of the Arts
- Jeffers, Stacie L., B.A. (*Indiana University South Bend*, 2005), Internship Developer/Trainer, Office of Student Affairs and Enrollment Management
- Johnston, Jeff M., B.S.C.J. (*Indiana University South Bend*, 1991), Director of Admissions, Office of Student Affairs and Enrollment Management
- Jones, Sharon, M.S.N. (*Ferris State University*, 2006), Acting Assistant Professor of Nursing, Division of Nursing and Health Professions
- Karakatsanis, Neovi M., Ph.D. (*Ohio State University*, 1996), Associate Professor of Political Science, College of Liberal Arts and Sciences
- Keen, Mike F., Ph.D. (*University of Notre Dame*, 1985), Director of the Master of Liberal Studies Program, and Professor of Sociology, College of Liberal Arts and Sciences
- Keith, Barbara J., M.S.N. (*Indiana University—Purdue University Indianapolis*, 1986), Lecturer in Nursing, Division of Nursing and Health Professions
- Kelley, Colleen M., B.S.N. (*Bethel College*, 1986), Clinical Lecturer in Nursing, Division of Nursing and Health Professions
- Kennedy, Maureen, B.S. (*Indiana University*, 1991), Interlibrary Loan Supervisor, Franklin D. Schurz Library
- Kern, Beth B., Ph.D. (*Indiana University Bloomington*, 1986), C.P.A., Associate Professor of Accounting, School of Business and Economics
- Kern, Gary M., Ph.D. (*Indiana University Bloomington*, 1985), Associate Professor of Decision Sciences, School of Business and Economics
- Klein, Jennifer A., M.S.A. (*University of Notre Dame*, 1986), Director of the University Center for Excellence in Teaching; and Associate Professor of Dental Hygiene, Division of Nursing and Health Professions
- Knowles, Brenda E., J.D. (*Indiana University Bloomington*, 1977), Professor of Business Law, School of Business and Economics
- Kohli, Raj K., D.B.A. (*Mississippi State University*, 1990), Associate Professor of Finance, School of Business and Economics
- Kolt, Robert P., Ph.D. (*University of Maryland*, 2005), Associate Professor of Music, Ernestine M. Raclin School of the Arts
- Kwong, Wing Yee Vincci, M.S. (*University of Illinois at Chicago*, 2005), Assistant Librarian, and Coordinator of Web Services, Franklin D. Schurz Library
- Ladd, Kevin L., Ph.D. (*University of Denver*, 2000), Assistant Professor of Psychology, College of Liberal Arts and Sciences
- LaMar-Clark, Karen, B.A. (*Indiana University*, 1969), Coordinator of Student Services, College of Liberal Arts and Sciences
- Lambert, Larry L., Ph.D. (*Indiana University Bloomington*, 2001), Assistant Professor of Communication Arts, Ernestine M. Raclin School of the Arts
- Lanciotti, Frances L., A.A. (*Edison State Community College*, 1994), Budget Analyst, Accounting Services
- Lang, Cynthia, Senior Financial Aid Administrator, Office of Student Affairs and Enrollment Management

- Langel, Theresa A., *Assistant Registrar, Office of Student Affairs and Enrollment Management*
- Larkin, Alan J., M.F.A. (*Pennsylvania State University, 1977*), *Associate Professor of Fine Arts, Ernestine M. Raclin School of the Arts*
- Lasater, J. Michael, Ph.D. (*Syracuse University, 1992*), *Director of New Media, and Professor of Mass Communications, Ernestine M. Raclin School of the Arts*
- Laware, Gilbert W., M.B.A. (*Farleigh Dickinson University, 1970*), *Associate Professor of Computer Technology, Purdue University College of Technology*
- Leach, Sarah E., M.S. (*University of Notre Dame, 1995*), *Assistant Professor of Mechanical Engineering Technology, Purdue University College of Technology*
- Lee, Monle, D.B.A. (*Memphis State University, 1986*), *Chairperson, and Professor of Marketing, School of Business and Economics*
- LeFevre, Sue, B.A. (*Purdue University, 1970*), *Business Operations Manager, Franklin D. Schurz Library*
- Lemp, Cynthia, M.S.W. (*Washington University in St. Louis, 1986*), *Part-time Lecturer in Social Work, School of Social Work*
- Levine, Ilan Y., Ph.D. (*Purdue University, 1995*), *Assistant Professor of Physics, College of Liberal Arts and Sciences*
- Lewandowski, Judith L., Ph.D. (*Purdue University, 2002*), *Assistant Professor of Instructional Technology, School of Education*
- Lewis, Carolyn R., B.S. (*Purdue University, Westville, 2001*), *Customer Service Representative, Office of Financial Aid, Office of Student Affairs and Enrollment Management*
- Li, Ying, Ph.D. (*University of Massachusetts Amherst, 2006*), *Assistant Professor of Finance, School of Business and Economics*
- Lidinsky, April, Ph.D. (*Rutgers University, 2000*), *Assistant Professor of Women's Studies, College of Liberal Arts and Sciences*
- Linton, Jeremy M., Ph.D. (*Western Michigan University, 2003*), *Assistant Professor of Counseling and Human Services, School of Education*
- Lucal, Elisabeth M., Ph.D. (*Kent State University, 1996*), *Associate Professor of Sociology, College of Liberal Arts and Sciences*
- Lucas, Linda, B.S. (*University of Florida, 1976*), *Bursar*
- Lynker, Monika, Ph.D. (*University of Texas at Austin, 1990*), *Director of Advising, and Associate Professor of Physics, College of Liberal Arts and Sciences*
- Magnan Park, Anne C., Ph.D. (*University of Rennes, 2002*), *Lecturer in English, College of Liberal Arts and Sciences*
- Makielski, Marta K., M.N. (*University of California, Los Angeles, 1982*), *Undergraduate Coordinator, and Clinical Assistant Professor of Nursing, Division of Nursing and Health Professions*
- Man, Sujie, M.A. (*Beijing Normal University, 1993*), *Instructional Technology Specialist, University Center for Excellence in Teaching*
- Manning, Marcus J., M.S. (*Southern Illinois University Edwardsville, 2001*), *Assistant Director of Athletics and Director of Sports Information, Student Activities Center, Office of Student Affairs and Enrollment Management*
- Marmorino, Matthew G., Ph.D. (*Virginia Polytechnic Institute and State University, 1999*), *Assistant Professor of Chemistry, College of Liberal Arts and Sciences*
- Margol, Melissa I., B.S. (*Indiana University South Bend, 2001*), *Research Assistant, School of Public and Environmental Affairs*
- Marr, Deborah L., Ph.D. (*Indiana University, 1997*), *Associate Professor of Biology, College of Liberal Arts and Sciences*
- Martin, Gilbert L., M.B.A. (*Indiana Wesleyan University, 2002*), *Graduate Admissions and Retention Officer, Academic Affairs*
- Mason, Melissa D., B.A. (*University of Notre Dame, 2004*), *Admissions Counselor, Office of Student Affairs and Enrollment Management*
- McGuire, Gail M., Ph.D. (*Ohio State University, 1997*), *Associate Professor of Sociology, College of Liberal Arts and Sciences*
- McInerney, Paul-Brian, Ph.D. (*Columbia University, 2005*), *Assistant Professor of Sociology and Social Informatics, College of Liberal Arts and Sciences*
- McIntosh, John L., Ph.D. (*University of Notre Dame, 1980*), *Associate Dean of the College of Liberal Arts and Sciences, and Professor of Psychology, College of Liberal Arts and Sciences*
- McKale, Lisa M., M.A. (*Purdue University, 2006*), *Lecturer in Communication Arts, Ernestine M. Raclin School of the Arts*
- McLister, James D., Ph.D. (*University of California, Irvine, 2000*), *Assistant Professor of Biology, College of Liberal Arts and Sciences*
- McMillen, Douglas W., Ph.D. (*Purdue University, 1993*), *Associate Dean of the College of Liberal Arts and Sciences, and Associate Professor of Chemistry, College of Liberal Arts and Sciences*
- McNeal, Patricia, Ph.D. (*Temple University, 1974*), *Professor of Women's Studies, College of Liberal Arts and Sciences*
- Mecklenburg, Kirk L., Ph.D. (*Ohio State University, 1987*), *Associate Professor of Biology, College of Liberal Arts and Sciences*
- Mehran, Jamshid, Ph.D. (*University of Arkansas, 1983*), *Chairperson, and Professor of Finance, School of Business and Economics*
- Mettetal, Gwendolyn, Ph.D. (*University of Illinois at Urbana—Champaign, 1982*), *Chairperson of Psychology, College of Liberal Arts and Sciences; and Professor of Educational Psychology, School of Education*
- Metzger, Jean M., B.S. (*Indiana University South Bend, 1974*), *Assistant Director of Alumni Affairs, Public Affairs and University Advancement*
- Meyer, Jon W., M.F.A. (*Rutgers University, 1984*), *Professor of Fine Arts, Ernestine M. Raclin School of the Arts*

- Michele, Nancy, *Employee Benefits Counselor; Human Resources*
- Mikulak, Phillip M., B.A. (*Indiana University South Bend, 1983*), *Director of Telecommunications and Manager of Systems Security, Department of Information Technologies*
- Miller, Thomas C., Ph.D. (*University of Colorado, 1977*), *Dean of the Ernestine M. Raclin School of the Arts, and Professor of Theatre, Ernestine M. Raclin School of the Arts*
- Monsma, Ronald W., B.A. (*Indiana University South Bend, 1984*), *Lecturer in Painting and Drawing, Ernestine M. Raclin School of the Arts*
- Mooney, Matthew E., Ph.D. (*Purdue University, 2006*), *Coordinator of Web Page, and Lecturer in Educational Technology, School of Education*
- Moore, Susan L., M.F.A. (*Washington State University, 2003*), *Assistant Professor of Fine Arts, Ernestine M. Raclin School of the Arts*
- Moore-Whitesell, Phyllis H., M.F.A. (*Western Michigan University, 1984*), *Lecturer in English, College of Liberal Arts and Sciences*
- Morgan-Dufour, Michele L., B.A. (*Indiana University Bloomington, 1977*), *Manager of Outreach and Administrative Services, Ernestine M. Raclin School of the Arts*
- Muniz, Jorge, Ph.D. (*Manhattan School of Music, 2004*), *Assistant Professor of Music, Ernestine M. Raclin School of the Arts*
- Muralidharan, Raman, Ph.D. (*Temple University, 1997*), *Associate Professor of Management, School of Business and Economics*
- Murphy-Wardlow, Cynthia A., B.A. (*Goshen College, 1991*), *Hispanic Recruiter/Advisor; Office of Multicultural Enhancement, Office of Student Affairs and Enrollment Management*
- Naffziger, Frederick J., J.D. (*University of Illinois at Urbana—Champaign, 1970*), *Professor of Business Law, School of Business and Economics*
- Nair, Murlidharan T., Ph.D. (*Poona University, 1996*), *Assistant Professor of Biology and Bioinformatics, College of Liberal Arts and Sciences*
- Nash, Marilyn S., M.S. (*Indiana University South Bend, 1994*), *Lecturer in Elementary Education, School of Education*
- Nashel, Jonathan D., Ph.D. (*Rutgers University, 1994*), *Associate Professor of History, College of Liberal Arts and Sciences*
- Natella, Dora C., M.F.A. (*Western Michigan University, 1986*), *Associate Professor of Fine Arts, Ernestine M. Raclin School of the Arts*
- Neuman, Jacqueline A., M.A. (*University of South Florida, 1983*), *Director, Extended Learning Services*
- Newcomb, Paul R., Ph.D. (*Florida State University, 1985*), *Director of Master of Social Work Program, and Associate Professor of Social Work, School of Social Work*
- Nilsen, Micheline C., Ph.D. (*University of Delaware, 2003*), *Assistant Professor of Fine Arts, Ernestine M. Raclin School of the Arts*
- Nirei, Yosuke, Ph.D. (*University of California, Berkeley, 2004*), *Assistant Professor of History, College of Liberal Arts and Sciences*
- Nolan, Ernest A., M.F.A. (*DePaul University, 2004*), *Assistant Professor of Theatre, Ernestine M. Raclin School of the Arts*
- Norris, Todd A., M.A. (*Trinity International University, 2000*), *Director of Education Student Services, School of Education*
- Norton, Steven D., Ph.D. (*Case Western Reserve University, 1970*), *Associate Professor of Management, School of Business and Economics*
- Novak, John M., M.P.A. (*Indiana University, 1996*), *Director of Institutional Research*
- Nurenberg, Mary E., B.A. (*University of Missouri, St. Louis, 1972*), *Academic Advisor, College of Liberal Arts and Sciences*
- Obata, Yuri, Ph.D. (*Colorado State University, 2005*), *Assistant Professor of Communication Arts, Ernestine M. Raclin School of the Arts*
- O'Bryant, Daniel R., B.S. (*Indiana University, 1995*), *Web Developer Analyst, Department of Information Technologies*
- O'Connor, Isabel A., Ph.D. (*University of California, Los Angeles, 1998*), *Chairperson, and Assistant Professor of History, College of Liberal Arts and Sciences*
- O'Donnell, William J., M.S. (*University of Nevada, Reno, 2003*), *Vice Chancellor for Administrative and Fiscal Affairs*
- Ogden, David E., M.S. (*Indiana University South Bend, 1988*), *Special Populations Coordinator, Academic Learning Services, Office of Student Affairs and Enrollment Management; and Adjunct Lecturer in Education, School of Education*
- Okrah, Kwadwo A., Ph.D. (*Ohio University, 1999*), *Director of the Center for Global Education, Coordinator of Secondary Education and Foundations, and Associate Professor of Secondary Education, School of Education*
- Olson, Daniel V. A., Ph.D. (*University of Chicago, 1987*), *Chairperson of Sociology and Anthropology, and Professor of Sociology, College of Liberal Arts and Sciences*
- Opasik, Scott A., M.L.S. (*Indiana University South Bend, 1995*), *Assistant Head of Technical Services, and Associate Librarian, Franklin D. Schurz Library*
- Pace, Catherine B., M.S. (*Lamar University, 1973*), *Lecturer in Mathematics, College of Liberal Arts and Sciences*
- Pandori, Donna M., B.S. (*Indiana University South Bend, 1991*), *Institutional Research Analyst*
- Park, Inseung, M.F.A. (*University of Texas at Austin, 2005*), *Director of Scenography, and Assistant Professor of Theatre, Ernestine M. Raclin School of the Arts*
- Parker, David C. W., Ph.D. (*University of Wisconsin—Madison, 2005*), *Assistant Professor of Political Science, College of Liberal Arts and Sciences*
- Parker, Kelcey C., Ph.D. (*University of Cincinnati, 2006*), *Assistant Professor of English, College of Liberal Arts and Sciences*

- Parker, Kimberly J., M.L.S. (*Indiana University, 1995*), Supervisor of the Learning Resource Center, Franklin D. Schurz Library
- Pathak, Bhavik, Ph.D. (*University of Cincinnati, 2006*), Assistant Professor of Decision Sciences, School of Business and Economics
- Paulk, Kyle, Classroom Technology Consultant, Department of Information Technologies
- Peat, Barbara J., Ph.D. (*New Mexico State University, 1997*), Associate Professor of Public and Environmental Affairs, School of Public and Environmental Affairs
- Perusich, Karl, Ph.D. (*Carnegie-Mellon, 1985*), Associate Professor of Electrical Engineering Technology, Purdue University School of Technology
- Pfeifer, Charlotte D., M.P.A. (*Indiana University South Bend, 1981*), Director of Campus Diversity and Judicial Affairs, Office of Student Affairs and Enrollment Management; and Adjunct Lecturer in Women's Studies, College of Liberal Arts and Sciences
- Phillips, Larry W., Ed.D. (*Indiana University Bloomington, 1996*), Lecturer in Human Resource Management, School of Business and Economics
- Plennert, Nancy A., B.G.S. (*Indiana University South Bend, 2000*), Manager of Academic Affairs Office, Academic Affairs
- Plodowski, Katherin J., B.S. (*Indiana University South Bend, 1995*), Circulation Supervisor, Franklin D. Schurz Library
- Pomeroy, Jane M., M.P.A. (*Indiana University South Bend, 1990*), Assistant Director, Extended Learning Services
- Pope, Robert K., Ph.D. (*University of Southern Mississippi, 1994*), Assistant Professor of Biology, College of Liberal Arts and Sciences
- Popescu, Gabriel, Ph.D. (*Florida State University, 2006*), Assistant Professor of Geography, College of Liberal Arts and Sciences
- Prater, Michael A., B.S. (*Purdue University, 1984*), Director of Facilities Management
- Purcell, Alicia, M.A. (*Indiana University, 1977*), Lecturer in Music, Ernestine M. Raclin School of the Arts
- Qian, Yilei, Ph.D. (*Ohio State University, 1997*), Assistant Professor of Microbiology, College of Liberal Arts and Sciences
- Quinton, E. George, A.S. (*Indiana University South Bend, 1994*), Hardware Support Consultant, Department of Information Technologies
- Ramsey, Marilynne, Ph.D. (*University of Denver, 2004*), Assistant Professor of Social Work, School of Social Work
- Rankin, Rebecca L., B.S. (*Indiana University South Bend, 1995*), Accountant, Accounting Services
- Rasch, Marvin, M.S. (*Eastern Illinois University, 1988*), Director of Student Life Programs, Office of Student Affairs and Enrollment Management
- Reck, Una Mae, Ed.D. (*University of North Carolina at Greensboro, 1978*), Chancellor; and Professor of Education, School of Education
- Rector, Tamea P., B.S. (*Ohio University, 1975*), Coordinator of Student Services, Ernestine M. Raclin School of the Arts
- Regan-Kubinski, Mary Jo, Ph.D. (*University of Michigan—Ann Arbor, 1989*), Dean of the Division of Nursing and Health Professions, and Professor of Nursing, Division of Nursing and Health Professions
- Renfrow, C. Michael., M.P.A. (*Indiana University South Bend, 2007*), Admissions Counselor, Office of Student Affairs and Enrollment Management
- Richards, Deborah, B. A. (*Indiana University South Bend, 1998*), Director of Purchasing and Contracts
- Ritchie, Kathy L., Ph.D. (*University of Texas at Austin, 1992*), Associate Professor of Psychology, College of Liberal Arts and Sciences
- Rodriquez, P. Dennis, Ph.D. (*University of South Carolina, 2004*), Assistant Professor of Psychology, College of Liberal Arts and Sciences
- Rose, Steve W., B.A. (*Bethel College, 2005*), Director of Dining Services, Public Affairs and University Advancement
- Roth, Elaine, Ph.D. (*University of Oregon at Eugene, 1999*), Assistant Professor of English, College of Liberal Arts and Sciences
- Rusnock, Andrea, Ph.D. (*University of Southern California, 2002*), Assistant Professor of Art History, Ernestine M. Raclin School of the Arts
- Russo, Michele C., M.L.S. (*Indiana University Bloomington, 1979*), Director of Library Services, and Librarian, Franklin D. Schurz Library
- Sabbaghi, Asghar, Ph.D. (*Indiana University Bloomington, 1981*), Associate Dean of the School of Business and Economics, and Chairperson and Associate Professor of Decision Sciences, School of Business and Economics
- Sage, Sara M., Ph.D. (*Ohio State University, 1995*), Associate Professor of Secondary Education, School of Education
- St. Germain, Valerie L., B.S. (*Indiana University South Bend, 1993*), Learning Disabilities Specialist, Office of Student Affairs and Enrollment Management
- Saksena, Pankaj, Ph.D. (*Georgia State University, 1997*), Assistant Dean of the School of Business and Economics, Director of Graduate Business Studies, and Associate Professor of Accounting, School of Business and Economics
- Sanders, Darrell L., M.S.Ed. (*Indiana University South Bend, 1992*), Academic Advisor, School of Education
- Scanlan, Margaret C., Ph.D. (*University of Iowa, 1972*), Chairperson, and Professor of English, College of Liberal Arts and Sciences
- Schafer, Judith M., B.S. (*University of Minnesota—Twin Cities, 1979*), Assistant Professor of Dental Hygiene, Division of Nursing and Health Professions
- Scheessele, Michael R., Ph.D. (*Purdue University, 2001*), Assistant Professor of Computer Science, College of Liberal Arts and Sciences
- Schimmrigk, Rolf V., Ph.D. (*University of Texas at Austin, 1989*), Assistant Professor of Physics, College of Liberal Arts and Sciences
- Schnabel, Andrew F., Ph.D. (*University of Kansas, 1988*), Associate Professor of Biology, College of Liberal Arts and Sciences

- Schroeder, Craig A., B.S. (*Indiana University, 1985*), *Operations Programmer, Department of Information Technologies*
- Schult, Carolyn A., Ph.D. (*University of Michigan—Ann Arbor, 1996*), *Associate Professor of Psychology, College of Liberal Arts and Sciences*
- Schwartz, Bill N., Ph.D. (*University of California, Los Angeles, 1978*), *Professor of Accounting, School of Business and Economics*
- Scott, Henry P., Ph.D. (*University of California, Santa Cruz, 2001*), *Assistant Professor of Physics, College of Liberal Arts and Sciences*
- Searfoss, Cynthia S., M.A. (*University of Notre Dame, 1995*), *Director of Alumni Affairs and Campus Ceremonies, Public Affairs and University Advancement*
- Sernau, Scott R., Ph.D. (*Cornell University, 1991*), *Director of International Programs; and Professor of Sociology, College of Liberal Arts and Sciences*
- Shafii-Mousavi, Morteza, Ph.D. (*State University of New York—Buffalo, 1979*), *Professor of Mathematics, College of Liberal Arts and Sciences*
- Shan, Feng, M.S. (*University of Illinois at Urbana—Champaign, 1994*), *Head of Electronic Reserves, and Assistant Librarian, Franklin D. Schurz Library*
- Sheffer, Ilene G., Ed.D. (*Western Michigan University, 1979*), *Vice Chancellor for Public Affairs and University Advancement*
- Sheridan, E. Marcia, Ph.D. (*University of Illinois at Urbana—Champaign, 1973*), *Professor of Elementary Education, School of Education*
- Shillingsburg, Miriam J., Ph.D. (*University of South Carolina, 1969*), *Professor of English, College of Liberal Arts and Sciences*
- Shlapentokh, Dmitry V., Ph.D. (*University of Chicago, 1988*), *Associate Professor of History, College of Liberal Arts and Sciences*
- Shrader, Warren E., M.A. (*University of Notre Dame, 2005*), *Assistant Professor of Philosophy, College of Liberal Arts and Sciences*
- Shrewsbury, Micah W., M.A. (*Indiana State University, 2003*), *Men's Head Basketball Coach, Office of Student Affairs and Enrollment Management*
- Shrofel, Salina M., Ph.D. (*University of Toronto, 1981*), *Associate Vice Chancellor for Graduate Programs and Sponsored Research, Academic Affairs; and Professor of Education, School of Education*
- Sinha, Lakshmisree, M.B.A. (*Indiana University South Bend, 1990*), *Student Services Assistant and Academic Advisor, Nursing, Division of Nursing and Health Professions*
- Singh, Douglas A., Ph.D. (*University of South Carolina, 1994*), *Associate Professor of Public and Environmental Affairs, School of Public and Environmental Affairs*
- Skarbek, Denise M., Ph.D. (*University of South Florida, 2000*), *Coordinator, and Associate Professor of Special Education, School of Education*
- Smith, Keith L., M.A. (*Ball State University, 1976*), *Lecturer in Decision Sciences, School of Business and Economics*
- Smith, Kenneth A., Ph.D. (*University of Iowa, 1992*), *Director of First-Year Writing, and Associate Professor of English, College of Liberal Arts and Sciences*
- Smith, R. Lee, Ph.D. (*University of South Florida, 1991*), *Associate Dean of the School of Education, and Associate Professor of Special Education, School of Education*
- Smits, Sally, M.A. (*John Hopkins University, 2003*), *Lecturer in English, College of Liberal Arts and Sciences*
- Sobolewski, Curt G., Ph.D. (*Arizona State University, 1999*), *Assistant Professor of Public and Environmental Affairs*
- Sofhauser, Cynthia D., Ph.D. (*University of Texas at Austin, 1996*), *Associate Professor of Nursing, Division of Nursing and Health Professions*
- Solymosi, Dorothea A., B.S. (*Indiana University South Bend, 1999*), *Coordinator of Computer Training, Department of Information Technologies*
- Song, Yu, Ph.D. (*Tulane University, 1991*), *Chairperson of Mathematical Sciences, and Associate Professor of Mathematics, College of Liberal Arts and Sciences*
- Soos, Nancy C., Associate Bursar, Bursar Services
- Spitzer, Bruce A., Ed.D. (*Oklahoma State University, 2004*), *Assistant Professor of Instructional Technology, School of Education*
- Sprague, Constance, M.S. (*Indiana University South Bend, 1971*), *Lecturer in Education, School of Education*
- Sprunger, Daniel T., B.A. (*Indiana University, 1979*), *Coordinator of Data Network Infrastructure/Hardware, Department of Information Technologies*
- Stankrauff, Alison H., M.L.S. (*Wayne State University, 2002*), *Archivist for Reference and Instruction, and Assistant Librarian, Franklin D. Schurz Library*
- Stahl, Jeffrey, B.S. (*Indiana University South Bend, 1992*), *Systems Programmer/Analyst, Department of Information Technologies*
- Stetler, Karl A., *Manager of Custodial Services and Housing, Facilities Management*
- Surma, David R., Ph.D. (*University of Notre Dame, 1998*), *Associate Chairperson of Computer and Information Sciences, and Associate Professor of Computer Science, College of Liberal Arts and Sciences*
- Sykes, Jason A., B.S. (*Manchester College, 2000*), *Audio Visual Consultant, Instructional Media Services, Franklin D. Schurz Library*
- Sylvester, Rachael M., M.A. (*Eastern Michigan University, 2001*), *Lecturer in Communication Arts, Ernestine M. Raclin School of the Arts*
- Talcott, Laura S., M.A. (*Indiana University South Bend, 2001*), *Psychology Laboratory Coordinator, and Lecturer in Psychology, College of Liberal Arts and Sciences*
- Tetzlaff, Monica M., Ph.D. (*University of Pennsylvania, 1995*), *Director of the Civil Rights Heritage Center; and Associate Professor of History, College of Liberal Arts and Sciences*
- Thomas, Susan E., M.L.S. (*Indiana University, 1991*), *Head of Collection Development, and Associate Librarian, Franklin D. Schurz Library*

- Toradze, Alexander D., Pgrd. (*Moscow Conservatory, 1978*), Coordinator of the Toradze Piano Studio, and Martin Professor of Piano, Ernestine M. Raclin School of the Arts
- Torstrick, Rebecca L., Ph.D. (*Washington University, 1993*), Co-Director of the Higher Learning Commission Self-Study; Director of Women's Studies, and Associate Professor of Anthropology, College of Liberal Arts and Sciences
- Trethewey, Patricia L., M.S. (*University of Notre Dame, 1988*), Clinical Lecturer in Nursing, Division of Nursing and Health Professions
- Troeger, Nancy P., M.S. (*Indiana University South Bend, 1979*), Lecturer in English, College of Liberal Arts and Sciences
- Trottier, Tracy A., Ph.D. (*University of Central Florida, 2005*), Assistant Professor of Public and Nonprofit Management, School of Public and Environmental Affairs
- Tyks, Marietta G., B.G.S. (*Indiana University South Bend, 1997*), Building Services Manager, Facilities Management
- Vaidyanathan, Ganesan, Ph.D. (*Tulane University, 1989*), Assistant Professor of Decision Sciences, School of Business and Economics
- Vajiac, Mihaela I., B.S. (*University of Bucharest, 1991*), Lecturer in Mathematics, College of Liberal Arts and Sciences
- Vanderveen, James M., Ph.D. (*Indiana University, 2006*), Assistant Professor of Anthropology, College of Liberal Arts and Sciences
- Vargo, Karen, B.S. (*Indiana University South Bend, 1981*), Director of Fiscal Affairs, Accounting Services
- Verges, Michelle D., Ph.D. (*University of Georgia, 2005*), Assistant Professor of Psychology, College of Liberal Arts and Sciences
- Vollrath, David A., Ph.D. (*University of Illinois at Urbana—Champaign, 1984*), Director, General Studies Degree Program; Professor of Management, School of Business and Economics
- Vrajitoru, Dana, Ph.D. (*University of Neuchatel, 1997*), Assistant Professor of Computer Science, College of Liberal Arts and Sciences
- Vukovits, Cynthia M., M.S. (*Indiana University South Bend, 1988*), Academic Advisor, School of Public and Environmental Affairs
- Walker, Jeffrey L., M.A. (*University of Missouri, Kansas City, 1989*), Executive Director of Athletics and Recreation, Office of Student Affairs and Enrollment Management
- Walker, Lesley H., Ph.D. (*University of Minnesota—Minneapolis, 1996*), Chairperson of World Language Studies, and Associate Professor of French, College of Liberal Arts and Sciences
- Walmer, Sarah L., B.S. (*Indiana University South Bend, 1996*), Financial Aid Administrator, Office of Student Affairs and Enrollment Management
- Walton, Andrew C., Helpdesk Support Consultant, Department of Information Technologies
- Webb, Michelle M., M.S.W. (*Indiana University—Purdue University Indianapolis, 1989*), Coordinator of Field Instruction, and Lecturer in Social Work, School of Social Work
- Weidner, Kathleen J., B.G.S. (*Indiana University South Bend, 1998*), Manager, Classroom Technology Support, Department of Information Technologies
- Welch, Andrea D., M.A. (*Ohio University, 2006*), Manager of the One-Stop Student Services Center, Office of Student Affairs and Enrollment Management
- Westerhof, Tom, B.A. (*Grace College, 1996*), Buyer II, Purchasing and Contracts
- White, Karen L., M.S. (*Indiana University, 1976*), Associate Vice Chancellor for Student Services, Office of Student Affairs and Enrollment Management
- Williams, Jeremy R., Resident Stage Manager, Ernestine M. Raclin School of the Arts
- Williams, Julie M., M.P.A. (*Indiana University South Bend, 2002*), Director, International Student Services, Office of Student Affairs and Enrollment Management
- Williams, Lynn R., Ph.D. (*University of Kentucky, 1971*), Dean of the College of Liberal Arts and Sciences, and Professor of Mathematics, College of Liberal Arts and Sciences
- Wise, Melissa S., B.A. (*Indiana University Bloomington, 1987*), Publications/Graphic Design Manager, Public Affairs and University Advancement
- Wolf, Dennis M., M.A. (*Andrews University, 1974*), Lecturer in Mathematics, College of Liberal Arts and Sciences
- Wolfer, James, Ph.D. (*Illinois Institute of Technology, 1993*), Associate Professor of Computer Science, College of Liberal Arts and Sciences
- Wolford, Katharine L., M.A. (*Indiana University—Purdue University Indianapolis, 1993*), Lecturer in English, College of Liberal Arts and Sciences
- Woodrick, LuAnn S., M.S.N. (*Valparaiso University, 1998*), Lecturer in Nursing, Division of Nursing and Health Professions
- Wrenn, Walter Bruce, Ph.D. (*Northwestern University, 1989*), Professor of Marketing, School of Business and Economics
- Xu, Qiang, Ph.D. (*Bowling Green State University, 2006*), Assistant Professor of Public and Environmental Affairs, School of Public and Environmental Affairs
- Yamoah, Vivian E., M.A. (*University of New Castle, 2006*), Assistant Director of International Student Services, Office of Student Affairs and Enrollment Management
- Yocom, James R., B.A.S. (*Siena Heights University, 2000*), Director of Instructional Media Services, Franklin D. Schurz Library
- Yokom, Nanci G., M.B.A. (*Indiana University South Bend, 1989*), Director of Dental Education, and Associate Professor of Dental Hygiene, Division of Nursing and Health Professions
- Young, Linda J., M.A. (*Indiana University South Bend, 1997*), Director of Student Teaching, and Adjunct Lecturer in Education, School of Education



- Youngs, Diane C., M.S. (*State University of New York—Geneseo, 1977*), *Coordinator of Field Experiences, and Lecturer in Elementary Education, School of Education*
- Yu, Liguu, Ph.D. (*Vanderbilt University, 2004*), *Assistant Professor of Computer Science and Informatics, College of Liberal Arts and Sciences*
- Zechowski, Sharon, Ph.D. (*Ohio State University, 2002*), *Assistant Professor of Communication Arts, Ernestine M. Raclin School of the Arts*
- Zhang, Liqiang, Ph.D. (*Wayne State University, 2005*), *Assistant Professor of Computer and Information Sciences, College of Liberal Arts and Sciences*
- Ziolkowski, Fred J., M.B.A. (*University of Notre Dame, 1972*), *Associate Professor of Organizational Leadership and Supervision, Purdue University School of Technology*
- Zwicker, Lisa F., Ph.D. (*University of California, Berkeley, 2002*), *Assistant Professor of History, College of Liberal Arts and Sciences*
- Zynda, Erika L., B.A. (*Rutgers University, 1991*), *Coordinator of Contracts and Grants, Academic Affairs*
- Zynda, Lyle D., Ph.D. (*Princeton University, 1995*), *Associate Professor of Philosophy, College of Liberal Arts and Sciences*

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## FACULTY EMERITI

- Albert, Emil, D.B.A. (*Michigan State University, 1971*), *Associate Professor Emeritus of Management, School of Business and Economics*
- Bailey, Max A., Ed.D. (*Indiana University Bloomington, 1970*), *Associate Professor Emeritus of School Administration, School of Education*
- Bartholomew, A. Wayne, Ph.D. (*Cornell University, 1968*), *Professor Emeritus of Economics, School of Business and Economics*
- Beardsley, Christa-Maria, Ph.D. (*Indiana University Bloomington, 1972*), *Professor Emerita of German, College of Liberal Arts and Sciences*
- Beem, R. Paul, Ph.D. (*University of Virginia, Charlotte, 1973*), *Associate Professor Emeritus of Mathematics, College of Liberal Arts and Sciences*
- Bonn, Franklyn G., Ph.D. (*University of Minnesota, 1964*), *Associate Professor Emeritus of Political Science, College of Liberal Arts and Sciences*
- Brandewie, Ernest B., Ph.D. (*University of Chicago, 1966*), *Professor Emeritus of Anthropology, College of Liberal Arts and Sciences*
- Calvin, Richmond E., Ed.D. (*North Texas State University, 1971*), *Professor Emeritus of Education, School of Education*
- Chesnut, Glenn F., D.Phil. (*Oxford University, 1971*), *Professor Emeritus of History, College of Liberal Arts and Sciences*
- Chowattukunnel, Joseph T., Ph.D. (*Boston University, 1968*), *Professor Emeritus of Biology, College of Liberal Arts and Sciences*
- Clipper, Lawrence J., Ph.D. (*University of North Carolina at Chapel Hill, 1963*), *Professor Emeritus of English, College of Liberal Arts and Sciences*
- de la Torre, Rogelio A., Ph.D. (*Indiana University Bloomington, 1973*), *Professor Emeritus of Spanish, College of Liberal Arts and Sciences*
- Demaree, Robert W., Ph.D. (*Indiana University Bloomington, 1973*), *Professor Emeritus of Music, Ernestine M. Raclin School of the Arts*
- Duff, Douglas W., Ph.D. (*University of Missouri, Columbia, 1971*), *Professor Emeritus of Biology, College of Liberal Arts and Sciences*
- DuVall, Charles R., Ph.D. (*Ohio University, 1966*), *Professor Emeritus of Education, School of Education*
- Esselstrom, Michael J., Ed.D. (*Teachers College, Columbia University, 1968*), *Professor Emeritus of Music, Ernestine M. Raclin School of the Arts*
- Febres, Eleodoro J., Ph.D. (*University of Massachusetts Amherst, 1974*), *Professor Emeritus of Spanish, College of Liberal Arts and Sciences*
- Frascella, William J., Ph.D. (*University of Notre Dame, 1978*), Ph.D. (*University of Notre Dame, 1966*), *Associate Professor Emeritus of Mathematics, College of Liberal Arts and Sciences*
- Furlong, Patrick J., Ph.D. (*Northwestern University, 1966*), *Professor Emeritus of History, College of Liberal Arts and Sciences*
- Garber, Lawrence L., Ph.D. (*Michigan State University, 1967*), *Professor Emeritus of Chemistry, College of Liberal Arts and Sciences*
- Gering, William M., Ph.D. (*Indiana University Bloomington, 1963*), *Associate Professor Emeritus of Speech and Theatre, Ernestine M. Raclin School of the Arts*
- Gottwald, Judith L., M.A.L.S. (*University of Michigan, 1965*), *Associate Librarian Emerita, Franklin D. Schurz Library*
- Gottwald, Richard L., Ph.D. (*Johns Hopkins University, 1968*), *Associate Professor Emeritus of Psychology, College of Liberal Arts and Sciences*
- Hamburg, Roger P., Ph.D. (*University of Wisconsin, 1965*), *Professor Emeritus of Political Science, College of Liberal Arts and Sciences; and Professor Emeritus of Public and Environmental Affairs, School of Public and Environmental Affairs*
- Harriman, Gerald E., Ph.D. (*University of Cincinnati, 1958*), *Professor Emeritus of Business Administration and Economics, School of Business and Economics*
- Harrington, Charles D., Ph.D. (*Indiana University Bloomington, 1970*), *Associate Professor Emeritus of English, College of Liberal Arts and Sciences*
- Hengesbach, Theodore W., Ph.D. (*University of Notre Dame, 1976*), *Assistant Professor Emeritus of Continuing Studies, School of Continuing Studies*
- Herr, J. Paul, Ph.D. (*Ohio State University, 1976*), *Professor Emeritus of Geography, College of Liberal Arts and Sciences; and Professor Emeritus of Public and Environmental Affairs, School of Public and Environmental Affairs*

- Hojnacki, William P., Ph.D. (*University of Notre Dame, 1977*), Professor Emeritus of Public and Environmental Affairs, School of Public and Environmental Affairs
- Huitink, Geraldine M., Ph.D. (*Iowa State University, 1967*), Professor Emerita of Chemistry, College of Liberal Arts and Sciences
- James, Leonard E., Ph.D. (*University of Cincinnati, 1971*), Associate Professor Emeritus of Education, School of Education
- Joray, Paul A., Ph.D. (*University of Illinois at Urbana—Champaign, 1971*), Professor Emeritus of Economics, School of Business and Economics
- Knauss, Keith D., M.A.I.R. (*University of Minnesota, 1974*), Professor Emeritus of Labor Studies, Division of Labor Studies
- Knight, William J., Ph.D. (*University of California, Berkeley, 1969*), Associate Professor Emeritus of Computer Science, College of Liberal Arts and Sciences
- Kochanowski, Paul S., D.B.A. (*Indiana University Bloomington, 1972*), Professor Emeritus of Economics, School of Business and Economics
- Lamon, Lester C., Ph.D. (*University of North Carolina at Chapel Hill, 1971*), Professor Emeritus of History, College of Liberal Arts and Sciences
- Langland, Harold R., M.F.A. (*University of Minnesota—Minneapolis, 1964*), Professor of Emeritus Fine Arts, Ernestine M. Raclin School of the Arts
- Leggett, Curtis L., Ph.D. (*University of California, Los Angeles, 1973*) Ph.D. (*California State University, Los Angeles, 1973*), Associate Professor Emeritus of Education, School of Education
- Lewis, John M., Ph.D. (*Cornell University, 1979*), Professor Emeritus of Political Science, College of Liberal Arts and Sciences
- Long, John B., Ph.D. (*University of Kentucky, 1962*), Associate Professor Emeritus of Psychology, College of Liberal Arts and Sciences
- Lyons, Eleanor J., Ph.D. (*University of Virginia, 1967*), Associate Professor Emerita of English, College of Liberal Arts and Sciences
- Maher, Ellen L., Ph.D. (*University of Notre Dame, 1973*), Associate Librarian Emerita, Franklin D. Schurz Library
- Markarian, Shant, D.D.S. (*University of Pennsylvania, 1958*), Associate Professor Emeritus of Dental Education, Division of Nursing and Health Professions
- Marti, Donald B., Ph.D. (*University of Wisconsin, 1966*), Associate Professor Emeritus of History, College of Liberal Arts and Sciences
- Mawhinney, V. Thomas, Ph.D. (*Southern Illinois University, 1971*), Professor Emeritus of Psychology, College of Liberal Arts and Sciences
- Metzcus, Richard H., Ed.D. (*University of Illinois at Urbana—Champaign, 1968*), Associate Professor Emeritus of Public and Environmental Affairs, School of Public and Environmental Affairs
- Naylor, Andrew E., Ph.D. (*University of Chicago, 1966*), Professor Emeritus of Philosophy, College of Liberal Arts and Sciences
- Nazaroff, George V., Ph.D. (*University of Wisconsin, 1965*), Associate Professor Emeritus of Chemistry, College of Liberal Arts and Sciences
- Parelius, Allen M., D.Ed. (*University of Oregon, 1969*), Associate Professor Emeritus of Education, School of Education
- Peck, John E., Ph.D. (*University of Notre Dame, 1969*), Professor Emeritus of Economics, School of Business and Economics
- Penikis, J. John, Ph.D. (*University of Wisconsin, 1974*), Associate Professor Emeritus of Political Science, College of Liberal Arts and Sciences
- Pepperdine, Warren H., Ph.D. (*University of Minnesota—Minneapolis, 1965*), Professor Emeritus of Theatre, Ernestine M. Raclin School of the Arts
- Perrin, Kenneth L., Ph.D. (*Stanford University, 1969*), Chancellor Emeritus, and Professor Emeritus of Psychology, College of Liberal Arts and Sciences
- Peterson, J. Vincent, Ph.D. (*University of Illinois at Urbana—Champaign, 1970*), Professor Emeritus of Education, School of Education
- Pierce, Patricia K., D.N.S. (*Indiana University—Purdue University Indianapolis, 1989*), Assistant Professor Emerita of Nursing, Division of Nursing and Health Professions
- Pike, Loy D., Ph.D. (*University of Texas at Austin, 1973*), Associate Professor Emeritus of Biology, College of Liberal Arts and Sciences
- Poinsatte, Anne-Marie E., Ph.D. (*University of Chicago, 1968*), Associate Professor Emerita of French, College of Liberal Arts and Sciences
- Riemenschneider, Victor L., Ph.D. (*Ohio State University, 1971*), Associate Professor Emeritus of Biology, College of Liberal Arts and Sciences
- Robbins, J. Wesley, Ph.D. (*University of Chicago, 1969*), Professor Emeritus of Philosophy, College of Liberal Arts and Sciences
- Robinson, Gabrielle S., Ph.D. (*University of London, 1968*), Professor Emerita of English, College of Liberal Arts and Sciences
- Russo, John P., Ph.D. (*Florida State University, 1965*), Associate Professor Emeritus of Computer Science, College of Liberal Arts and Sciences
- Savage, Earl J., Ph.D. (*West Virginia University, 1963*), Associate Professor Emeritus of Botany, College of Liberal Arts and Sciences
- Scarborough, Elizabeth, Ph.D. (*University of New Hampshire, 1972*), Professor Emerita of Psychology, College of Liberal Arts and Sciences
- Scherer, Paul H., Ph.D. (*University of Wisconsin, 1964*), Professor Emeritus of History, College of Liberal Arts and Sciences
- Schreiber, Roy E., Ph.D. (*University of London, 1967*), Professor Emeritus of History, College of Liberal Arts and Sciences
- Shapiro, Sheldon, Ph.D. (*University of California, Los Angeles, 1966*), Associate Professor Emeritus of History, College of Liberal Arts and Sciences

- Sherwood, Francis, M.F.A. (*Johns Hopkins University, 1975*), Professor Emerita of English, College of Liberal Arts and Sciences
- Specht, Edward J., Ph.D. (*University of Minnesota, 1949*), Professor Emeritus of Mathematics, College of Liberal Arts and Sciences
- Swanda, John R., Ph.D. (*University of Illinois at Urbana—Champaign, 1968*), Professor Emeritus of Management, School of Business and Economics
- Tawadros, Milad A., Ph.D. (*University of Iowa, 1966*), Professor Emeritus of Accounting, School of Business and Economics
- Tull, Charles J., Ph.D. (*University of Notre Dame, 1962*), Professor Emeritus of History, College of Liberal Arts and Sciences
- Urbach, Floyd D., Ph.D. (*University of Nebraska, 1966*), Professor Emeritus of Education, School of Education
- Vander Ven, Tom R., Ph.D. (*University of Colorado, 1968*), Professor Emeritus of English, College of Liberal Arts and Sciences
- Washburn, Michael C., Ph.D. (*University of California, San Diego, 1970*), Professor Emeritus of Philosophy, College of Liberal Arts and Sciences
- Winicur, Sandra, Ph.D. (*California Institute of Technology, 1970*), Associate Professor Emerita of Biology, College of Liberal Arts and Sciences
- Withey, John J., Ph.D. (*Ohio State University, 1973*), Professor Emeritus of Marketing, School of Business and Economics
- Wolfson, Lester M., Ph.D. (*University of Michigan, 1954*), L.H.D. (*Indiana University, 1988*), Chancellor Emeritus, Indiana University South Bend; and Professor Emeritus of English, College of Liberal Arts and Sciences
- Zimmerman, W. Bruce, Ph.D. (*Michigan State University, 1960*), Associate Professor Emeritus of Physics, College of Liberal Arts and Sciences
- Zisla, Harold, A.M. (*Case Western Reserve University, 1951*), Professor Emeritus of Fine Arts, Ernestine M. Raclin School of the Arts
- Barbin, Kathryn, B.F.A. (*Indiana University South Bend, 1996*), Adjunct Lecturer in Fine Arts
- Barnes, Sylvester, B.S. (*Purdue University, 1977*), Adjunct Lecturer in Nursing
- Bass, Cornell J., B.S. (*Ferris State University, 1998*), Adjunct Lecturer in Health, Physical Education, and Recreation
- Beach, Darrell H., Ed.D. (*University of Sarasota, 1973*), Adjunct Assistant Professor of Chemistry
- Berger, Dawn M., B.S.N. (*Indiana University—Purdue University, 1995*), Adjunct Lecturer in Nursing
- Bieber, Robert L., B.S. (*Ball State University, 1993*), Adjunct Lecturer in Fine Arts
- Bilger, Larry E., M.S. (*Ball State University, 1969*), Adjunct Lecturer in Mathematics
- Blue, Jeffrey A., M.S. (*Western Michigan University, 1991*), Adjunct Lecturer in Mathematics
- Bradley-Kantor, Diane, B.S. (*University of Minnesota, 1977*), Adjunct Lecturer in Radiography
- Bramsen, Sara, M.A. (*University of Kentucky, 2006*), Adjunct Lecturer in French
- Breniman, Warren E., Ed.D. (*University of Colorado, 1963*), Adjunct Assistant Professor of Education
- Briggs, Denise, M.S. (*Valparaiso University, 1988*), Adjunct Lecturer in Psychology
- Canfield, Deborah J., B.S. (*Marquette University, 1977*), Adjunct Lecturer in Dental Education
- Carville, David G., Ph.D. (*University of Ulster, 1989*), Adjunct Assistant Professor of Chemistry
- Champaigne, James F., M.S. (*Indiana University South Bend, 1974*), Adjunct Lecturer in Computer Science
- Clark, Patsy A., Adjunct Lecturer in Women's Studies
- Clark, William E., B.M. (*Western Michigan University, 1984*), Adjunct Lecturer in Music
- Clements, Robert B., Ph.D. (*University of Notre Dame, 1972*), Adjunct Assistant Professor of History
- Colwell, Jessyca, M.A. (*Indiana University South Bend, 2006*), Adjunct Lecturer in English
- Conner, Elizabeth M., M.S. (*Indiana University—Purdue University Indianapolis, 1976*), Adjunct Lecturer in Spanish
- Corpe, Polly S., M.A. (*Indiana University South Bend, 1993*), Adjunct Lecturer in Elementary Education
- Corthier, Donald M., M.A. (*Ball State University, 1994*), Adjunct Lecturer in English
- Cosner, Ronald J., M.A. (*Purdue University, 1976*), Adjunct Lecturer in Foreign Languages
- Court, David R., M.A. (*Ball State University, 1962*), Adjunct Lecturer in Education
- Crimson, Linda T., M.F.A. (*University of Oregon, 1977*), Adjunct Assistant Professor of Fine Arts
- Culbertson, Rhonda, M.L.S. (*University of Illinois at Urbana—Champaign, 1991*), Adjunct Librarian
- Cummings, Sharlene, B.A. (*University of Baltimore, 1983*), Adjunct Lecturer in Finance
- Cummings, William P., M.A. (*Central Michigan University, 1975*), Adjunct Lecturer in Finance
- Cutler, Deborah J., M.B.A. (*Indiana University South Bend, 1997*), Lecturer in English

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## ASSOCIATE FACULTY

- Allen, Amy E., M.S.N. (*Bob Jones University, 2004*), Adjunct Lecturer in Nursing
- Allen, Richard C., Ph.D. (*University of Notre Dame, 1979*), Adjunct Associate Professor of Philosophy
- Alonso, David E., Ph.D. (*University of Notre Dame, 1993*), Adjunct Assistant Professor of Chemistry
- Alwine, Cathy S., B.A. (*Indiana University, 1993*), Adjunct Lecturer in Dental Education
- Anderson, Carolyn J, M.B.A. (*Indiana University South Bend, 1998*), Adjunct Lecturer in Accounting
- Baldwin, Andrea Marie, M.B.A. (*Universidad de Montemorelos, 1993*), Adjunct Lecturer in Secondary Education
- Banta, Jason, Ph.D. (*State University of New York, 2006*), Adjunct Assistant Professor of Philosophy

- Davids, Marjorie S., J.D. (*Valparaiso University, 1995*), Adjunct Lecturer in Music
- Davis, Brian L., Ph.D. (*University of Michigan—Ann Arbor, 1997*), Adjunct Assistant Professor of Physics
- Desmarais-Morse, Jan T., M.Ed. (*Worcester State College, 1989*), Adjunct Lecturer in Counseling and Human Services
- Dillon, William F., M.B.A. (*Indiana University, 1991*), Adjunct Lecturer in Decision Sciences
- Dlugosz, Sandra R., B.S. (*Indiana University—Purdue University Indianapolis, 1991*), Adjunct Lecturer in Dental Education
- Dodson, Barbara L., M.S. (*University of Notre Dame, 1999*), Adjunct Lecturer in Elementary Education
- Donahue, James M., M.A. (*University of Notre Dame, 2005*), Adjunct Lecturer in History
- Doolen, Jennifer, B.G.S. (*Indiana University South Bend, 2000*), Adjunct Lecturer in Dental Hygiene
- Downs, Joan M., M.A. (*University of California, Los Angeles, 1992*), Adjunct Lecturer in History
- Ehlert, David L., Ph.D. (*University of Chicago, 1968*), Adjunct Assistant Professor of Mathematics
- Emmons, Deanna, M.M. (*IU South Bend, 2006*), Adjunct Lecturer in Music
- Engeman, William T., B.A. (*Ball State University, 1966*), Adjunct Lecturer in Education
- Eppert, James F., Ph.D. (*University of Notre Dame, 1976*), Adjunct Assistant Professor of English
- Erlin, Carrie S., M.A. (*University of Notre Dame, 2001*), Adjunct Lecturer in Sociology
- Falker, Regina M., M.A. (*Indiana University Bloomington, 1984*), Adjunct Lecturer in Music
- Farringer, Russell, M.F.A. (*San Diego State University, 2002*), Adjunct Lecturer in English
- Fleischman, William, B.A. (*Bethel College, 1991*), Adjunct Lecturer in Biological Sciences
- Flowers, Herbert G., M.S. (*Indiana University, 1984*), Adjunct Lecturer in Mathematics
- Foster, Patricia A., M.A. (*Indiana University South Bend, 1971*), Adjunct Lecturer in Education
- Gibley, Kevin C., Ph.D. (*University of Notre Dame, 1995*), Adjunct Assistant Professor of English
- Goforth, Ernest R., Jr., Ph.D. (*Indiana University, 1970*), Adjunct Lecturer in Mathematics
- Goralczyk, Lynn, M.E. (*Indiana University South Bend, 2002*), Adjunct Lecturer in Foreign Languages
- Gore, John S., M.A. (*Western Michigan University, 1991*), Adjunct Lecturer in Education
- Grabelle, Angela M., M.A. (*Purdue University, Calumet, 2001*), Adjunct Lecturer in English
- Graybill, Joyce A., M.S. (*Indiana University South Bend, 1985*), Adjunct Lecturer in Education; Site Coordinator; Plymouth, Extended Learning Services
- Grondin, Emilie A., B.M. (*University of Oregon, 1981*), Adjunct Lecturer in Music
- Groves, Melanie M., M.A.E. (*Purdue University, 2001*), Adjunct Lecturer in Mathematics
- Guthrie, Robert A., M.B.A. (*Clarion University of Pennsylvania, 1982*), Adjunct Lecturer in Decision Sciences
- Guyer, Kirk E., B.S. (*University of Notre Dame, 1992*), Adjunct Lecturer in Chemistry
- Hall, Janet B., M.S. (*Butler University, 1973*), Adjunct Lecturer in Mathematics
- Hammonds, Laura R., B.A. (*Indiana University, 2003*), Adjunct Lecturer in Elementary Education
- Hancock, Lynne R., D.C. (*National College of Chiropractic, 2000*), Adjunct Lecturer in Biology
- Hanig, Kenneth M., Ph.D. (*Andrews University, 1989*), Adjunct Assistant Professor of Psychology
- Hardy, Mary A., M.A. (*University of Notre Dame, 1989*); M.S. (*Indiana University, 1970*), Adjunct Lecturer in English
- Harke, Robert A., M.S. (*University of Notre Dame, 1971*), Adjunct Lecturer in Biology
- Harris, Ericka K., M.S. (*Andrews University, 1993*), Adjunct Lecturer in Education
- Harris, Gregory A., M.A. (*University of Notre Dame, 1985*), Adjunct Lecturer in Spanish
- Hartford, Clark G., M.B.A. (*Indiana University South Bend, 1992*), Adjunct Lecturer in Chemistry
- Hattery, Halana A., B.B.A. (*St. Mary's College, 1984*), Adjunct Lecturer in Theatre and Dance
- Hawkins, Christine M., M.S.N. (*Valparaiso University, 1998*), Adjunct Lecturer in Nursing
- Hayden, John R., B.A. (*Rutgers State University, 1992*), Adjunct Lecturer in English
- Hazlewood, Amelia E., B.S. (*Indiana University-Purdue University Indianapolis, 1991*), Adjunct Lecturer in Dental Education
- Heeter, Carol A., M.B.A. (*Indiana University South Bend, 1997*), Adjunct Lecturer in Decision Sciences
- Heintzberger, Marcia A., ??? (*Indiana University Bloomington, 1968*), Adjunct Lecturer in Dance
- Heitger, Craig L., M.M. (*Indiana University South Bend, 1981*), Adjunct Lecturer in Music
- Hemphill, Hannah M., M.S. (*Saint Andrews, Scotland, 2003*), Adjunct Lecturer in Philosophy
- Hendon, William T., M.A.C.C. (*The University of Tennessee, 1995*), Adjunct Lecturer in Decision Sciences
- Hibbs, Helen L., M.S. (*Indiana State University, 1963*), Adjunct Lecturer in Education
- Hine-Johnson, Carolyn S., Ed.D. (*Temple University, 1999*), Associate Professor of Music
- Hirst, Fredrick M., M.S. (*Southern California University, 1971*), Adjunct Lecturer in Mathematics
- Hoang, Lilly K., M.F.A. (*University of Notre Dame, 2006*), Adjunct Lecturer in English
- Hochschild, Robert G., M.S. (*Indiana University South Bend, 2005*), Adjunct Lecturer in Accounting
- Hoffacker, Judith A., B.S. (*Indiana University South Bend, 1997*), Adjunct Lecturer in Computer and Information Science

- Hoke, Artemis, M.S. (*Indiana University, 1971*), *Adjunct Lecturer in Education*
- Holland, Marcia A., M.L.S. (*Indiana University South Bend, 2006*), *Adjunct Lecturer in Elementary Education*
- Holtz, Alexander, M.Ed. (*Indiana University South Bend, 2004*), *Adjunct Lecturer in Education*
- Hourigan, Rebecca L., M.S. (*Indiana University, 1992*), *Adjunct Lecturer in Mathematics; Field Coordinator, Plymouth, Extended Learning Services*
- Houston, Christine, M.A. (*Indiana University South Bend, 1991*), *Adjunct Lecturer in Education*
- Hu, Yifan, Ph.D. (*Loughborough University, 1992*), *Adjunct Assistant Professor in Mathematics*
- Hovan, Rebecca S., M.M. (*North Texas State University, 1985*), *Adjunct Lecturer in Music*
- Huffman, Jenny S., B.S. (*Indiana University—Purdue University Indianapolis, 1995*), *Adjunct Lecturer in Dental Education*
- Hunter, Karen M., M.A. (*Indiana University South Bend, 2000*), *Adjunct Lecturer in Education*
- Huntington, Bruce D., J.D. (*Valparaiso University, 2000*), *Adjunct Assistant Professor of Business Law*
- Iliev, Ivan L., B.A. (*State Music Academy of Bulgaria, 1999*), *Adjunct Lecturer in Music*
- Illanz, Arnold W., Ph.D. (*Andrews University, 2002*), *Adjunct Lecturer in Education*
- Imes, Sharon K., M.S.N. (*Indiana University—Purdue University Indianapolis, 1994*), *Adjunct Lecturer in Nursing*
- Inglefield, Debra S., M.M. (*Pennsylvania State University, 1986*), *Adjunct Lecturer in Music*
- Inglefield, Kenny P., D.M.A. (*University of Cincinnati, 1971*), *Adjunct Lecturer in Music*
- Jackson, Bethanne L., M.S.W. (*The University of Michigan, 1992*), *Adjunct Lecturer in Social Work*
- James, Alex, M.S. (*Purdue University, 2004*), *Adjunct Lecturer in Mathematical Sciences*
- Jamieson, Maureen R., M.S. (*Andrews University, 1994*), *Adjunct Lecturer in Education*
- Janosik, Nancy K., M.S. (*Indiana University South Bend, 1995*), *Adjunct Lecturer in Mathematics*
- Jasinski, Kenneth M., E.D.Sp. (*Indiana University Bloomington, 1984*), *Adjunct Lecturer in Education*
- Joachim, Thomas, M.F.A. (*University of Southern California, 1977*), *Adjunct Lecturer in Mass Communications*
- Jordan, Cheryl A., M.S. (*Indiana University South Bend, 1999*), *Adjunct Lecturer in Mathematics*
- Jordan, Jack E., M.S.M. (*Purdue University, 1988*), *Adjunct Lecturer in Marketing*
- Jordanich, Julia L., J.D. (*Soffolk University School of Law, 1997*), *Adjunct Lecturer in Public and Environmental Affairs*
- Karwacinski, Barbara, M.A. (*University of Warsaw, 1990*), *Adjunct Lecturer in Sociology*
- Keating, Maryann O., Ph.D. (*University of Notre Dame, 1974*), *Adjunct Assistant Professor of Economics*
- Kenagy, Beth A., M.L.S. (*Indiana University Bloomington, 1974*), *Adjunct Librarian*
- Kennedy, Carol J., M.A. (*Saint Francis College, 1975*), *Adjunct Lecturer in Education*
- Kintzele, Susan M., M.S. (*University of Notre Dame, 1972*), *Adjunct Lecturer in Mathematics*
- Kirkpatrick, Alan J., D.B.A. (*University of Tennessee, 1985*), *Adjunct Lecturer in Economics*
- Kizer, Kay E., M.S. (*Indiana University—Purdue University Indianapolis, 2005*), *Adjunct Lecturer in Music*
- Klimek, Kenneth E., B.S. (*Indiana University South Bend, 1969*), *Adjunct Lecturer in Mass Communications*
- Koellner, John F., M.S. (*University of Notre Dame, 1971*), *Adjunct Lecturer in Chemistry*
- Korovesis, George D., *Adjunct Lecturer in Fine Arts*
- Kreag, Donald R., M.A. (*Governors State University, 1979*), *Adjunct Lecturer in Business*
- Krueger, Garrett, M.F.A. (*University of Kentucky, 2005*), *Adjunct Lecturer in Fine Arts*
- Kruzal, Lavinia J., B.S. (*Indiana University South Bend, 1981*), *Adjunct Lecturer in Education*
- Kubinski, John A., Ph.D. (*University of Notre Dame, 1983*), *Adjunct Associate Professor of Nursing*
- Lackey, Jerry W., M.M.E. (*Indiana University, 1973*), *Adjunct Lecturer in Music*
- LaPlace, Cheri L., A.S. (*Indiana University South Bend, 1992*), *Adjunct Lecturer in Dental Education*
- Large, Alfred P., M.S.B.A. (*Indiana University, 1982*), *Adjunct Lecturer in Education*
- Lawrence, Charles S., M.S. (*Indiana University, 1987*), *Adjunct Lecturer in Spanish*
- Lawson, Kerry K., M.S. (*Indiana University South Bend, 1998*), *Adjunct Lecturer in English*
- Lee, David D., M.F.A. (*Western Michigan University, 1993*), *Adjunct Lecturer in English*
- Leszczewski, Catherine M., M.E. (*Ball State University, 2001*), *Adjunct Lecturer in Education*
- Lewandowski, Robert A., M.D. (*Purdue University, 2002*), *Adjunct Lecturer in Computer Science*
- Lewis, Patricia N., B.S. (*University of Michigan, 1983*), *Adjunct Lecturer in Mathematics*
- Logan, Jeanne M., M.F.A. (*University of Notre Dame, 1988*), *Adjunct Lecturer in Fine Arts*
- Long-Cecil, Virginia, M.M. (*Indiana University, 1972*), *Adjunct Lecturer in Music and Symphonic Choir Assistant*
- Luber, Anthony V., J.D. (*University of Notre Dame, 1967*), *Adjunct Lecturer in Public and Environmental Affairs*
- Lunstrum, Kirsten S., M.A. (*University of California, Davis, 2003*), *Adjunct Lecturer in English*
- Lunstrum, Nathan P., M.F.A. (*Washington State University, 2005*), *Adjunct Lecturer in Public and Environmental Affairs*
- Malone, Patrick T., Ph.D. (*University of Massachusetts, 1975*), *Adjunct Assistant Professor of Mathematics*
- Mannia, Debra Z., D.D.S. (*Indiana University—Purdue University Indianapolis, 1980*), *Adjunct Lecturer in Dental Education*
- Martinez Belda, Juan C., M.A. (*Western Michigan College, 2006*), *Adjunct Lecturer in Spanish*

- Mather-Stow, Andrea S., B.M. (*Eastman School of Music, 1982*), *Adjunct Lecturer in Music*
- McCasland, Peter C., M.S. (*University of Notre Dame, 1971*), *Adjunct Lecturer in Chemistry*
- McLean, Gwendolyn Bruce, M.A. (*Indiana University South Bend, 1998*), *Adjunct Lecturer in Speech Communication, and Education*
- Menyard, Odette, M.A. (*University of Notre Dame, 1995*), *Adjunct Lecturer in Foreign Languages*
- Michaels, Clayton T., M.A. (*University of New Mexico, 2005*), *Adjunct Lecturer in English*
- Mikeladze, Tamar, Cert. (*Indiana University South Bend, 2003*), *Adjunct Lecturer in Music*
- Miller, Harold F., *Adjunct Lecturer in Education*
- Miller, Stephen J., M.S. (*University of Redlands, 1986*), *Adjunct Lecturer in Music*
- Mitchell, Chett, Ph.D. (*University of Notre Dame, 2002*), *Adjunct Lecturer in Philosophy*
- Mociulski, Barbara R., M.D. (*Indiana University Bloomington, 1981*), *Adjunct Lecturer in Graphic Design*
- Monokroussos, Dennis, M.Phil. (*Fordham University, 2005*), *Adjunct Lecturer in Philosophy*
- Mooney, Elizabeth K., M.S. (*University of Wisconsin, 1953*), *Adjunct Lecturer in Sociology*
- Morrow, Virginia G., M.M. (*University of Notre Dame, 1970*), *Adjunct Lecturer in Music*
- Morse, Anita L., M.L.S. (*University of Kentucky, 1974*), *Adjunct Librarian*
- Mueller, Paul D., M.A. (*University of Notre Dame, 2000*), *Adjunct Lecturer in Political Science*
- Muhme, Michael E., M.A. (*Western Michigan College, 2005*), *Adjunct Lecturer in Communication Arts*
- Muniz, Jennifer A., D.M.A. (*Manhattan School of Music, 2004*), *Adjunct Assistant Professor of Music*
- Mwose, Juliana M., B.S. (*Indiana University South Bend, 2003*), *Adjunct Lecturer in Radiography*
- Noffsinger, James B., Ph.D. (*Miami University, 1986*), *Adjunct Assistant Professor in Chemistry*
- Novotny, Sharon K., M.A. (*Ball State University, 1974*), *Adjunct Lecturer in History*
- Nurenberg, Jerry A., Ph.D. (*Washington University in St. Louis, 1972*), *Adjunct Assistant Professor of Physics and Mathematics*
- Nwanganga, Frederick C., M.S. (*Andrews University, 2002*), *Adjunct Lecturer in Computer and Information Science*
- Oleksak, James, M.A. (*University of Notre Dame, 1984*), *Adjunct Lecturer in Psychology and Sociology*
- Olson, Virginia K., M.A. (*Indiana University South Bend, 2003*), *Adjunct Lecturer in English*
- Overmyer, Angela L., M.S. (*Indiana University South Bend, 2000*), *Adjunct Lecturer in Education*
- Ozolins, Rudolf, *Adjunct Lecturer in Music*
- Pankow, John R., M.S. (*Indiana University South Bend, 1996*), *Adjunct Lecturer in Mathematics*
- Papaleo, Richard J., B.F.A. (*Royal Art Academy, 1965*), *Adjunct Lecturer in Fine Arts*
- Pasionek-Wieczorek, Barbara, B.S. (*Ferris State College, 1981*), *Adjunct Lecturer in Dental Education*
- Patton, Corinne A., M.S. (*University of Notre Dame, 1994*), *Adjunct Lecturer in Dental Education*
- Paul, Gitendra C., Ph.D. (*Iowa State University, 1988*), *Adjunct Assistant Professor of Chemistry*
- Peek, Sandra E., B.A. (*Bethel College, 2006*), *Adjunct Lecturer in Dental Hygiene*
- Peterson, Andrea A., M.F.A. (*University of Minnesota, 2004*), *Adjunct Assistant Professor of Fine Arts*
- Peterson, James E., M.S. (*University of Notre Dame, 1970*), *Adjunct Lecturer in Mathematics*
- Petrie, Phillip S., M.F.A. (*Ohio University, 1985*), *Adjunct Lecturer in Fine Arts*
- Piller, Paul A., M.B.A. (*Indiana University South Bend, 1999*), *Adjunct Lecturer in Decision Sciences*
- Ping, Michael L., M.B.A. (*Indiana University South Bend, 2003*), *Adjunct Lecturer in Decision Sciences*
- Place, Patricia C., M.A. (*Bowling Green State University, 1992*), *Adjunct Lecturer in Psychology*
- Pletcher, Penny D., A.S. (*Indiana University South Bend, 1996*), *Adjunct Lecturer in Dental Hygiene*
- Poche, Rhett G., M.F.A. (*University of Notre Dame, 2005*), *Adjunct Assistant Professor of Fine Arts*
- Pochert-Ringle, Christine A., M.S.B.A. (*Indiana University, 1986*), *Adjunct Lecturer in Management and Social Work*
- Poehlmann, Nancy E., M.L.S. (*Indiana University, 1985*), *Adjunct Lecturer in English*
- Quattrin, Dale W., Ph.D. (*University of Pittsburgh, 1995*), *Adjunct Assistant Professor of Sociology*
- Quimby, Donald E., M.S. (*Purdue University, 1991*), *Adjunct Lecturer in Education*
- Quinn, Charles F., Ph.D. (*University of Notre Dame, 1971*), *Adjunct Assistant Professor of Decision Sciences*
- Radomski, James A., M.A. (*University of Northern Colorado, 1963*), *Adjunct Lecturer in Education*
- Rakowski, Catherine B., Ph.D. (*Saint Louis University, 1972*), *Adjunct Assistant Professor of Chemistry*
- Rannells, Indiana, *Adjunct Lecturer in Education*
- Richter, Kathleen A., M.A. (*Indiana University South Bend, 1975*), *Adjunct Lecturer in Communication Arts*
- Rowell, Amy L., B.S. (*Indiana University South Bend, 1995*), *Adjunct Lecturer in Dental Education*
- Rubin (Jazayre), Laury B., B.S. (*Indiana University, 1976*), *Adjunct Lecturer in Music*
- Rusche, Marjorie M., D.M. (*Indiana University Bloomington, 1996*), *Adjunct Lecturer in Music*
- Saddawi, Shafa D., Ph.D. (*Warsaw University of Technology, 1989*), *Adjunct Assistant Professor of Physics*
- Saffold, Jerry L., B.S. (*Indiana University South Bend, 2001*), *Faculty Assistant in Speech Communication*
- Sawyer, JoAnn J., M.S. (*Indiana University South Bend, 1995*), *Adjunct Lecturer in English*
- Schanhaar Welle, Mary K., B.S.N. (*Indiana University South Bend, 1996*), *Adjunct Lecturer in Nursing*
- Schmidt, Marlin F., B.A. (*Michigan State University, 1957*), *Adjunct Lecturer in Education*
- Scopelitis, Michael P., J.D. (*University of Notre Dame, 1971*), *Adjunct Lecturer in Public and Environmental Affairs*

- Shagdai, Pat L., M.S. (*Purdue University, 1998*), *Adjunct Lecturer in Education*
- Shaw, R. William, M.B.A. (*University of Chicago, 1972*), *Adjunct Lecturer in Marketing and Economics*
- Shively, Deanna M., M.S. (*Purdue University, 1995*), *Adjunct Lecturer in Accounting and Finance*
- Shortall, James P., M.A. (*Northeastern University, 1996*), *Adjunct Lecturer in English*
- Sibilla, Warren W., Jr., Ph.D. (*California School of Professional Psychology, 1992*), *Adjunct Assistant Professor of Psychology*
- Sipocz, Joseph A., M.L.S. (*Indiana University Bloomington, 1993*), *Adjunct Librarian*
- Sloan, Donald E., M.S. (*Indiana University Bloomington, 1963*), *Adjunct Lecturer in English*
- Smant, Kevin J., Ph.D. (*University of Notre Dame, 1990*), *Adjunct Assistant Professor of History, and Adjunct Assistant Professor of Education*
- Sokol, Allison E., M.A. (*Purdue University, 2005*), *Adjunct Lecturer in English*
- Sparks, Eric K., B.A. (*Bethel College, 1999*), *Adjunct Lecturer in Computer Science*
- Speicher, Doris E., Ed.D. (*Ball State University, 1995*), *Adjunct Lecturer in Education*
- Spencer, Audrey Y., M.S.SW. (*Case Western Reserve University, 1977*), *Adjunct Lecturer in Education*
- Spencer, Thomas T., Ph.D. (*University of Notre Dame, 1976*), *Adjunct Assistant Professor of History*
- Spitzer, Gail K., M.S. (*Clayton College of Natural Health, 2006*), *Adjunct Lecturer in Health, Physical Education, and Recreation*
- Spriggs, Melissa J., B.A. (*Indiana University South Bend, 1998*), *Adjunct Lecturer in Dental Education*
- Stahr, Jeri E., M.S.Ed. (*Indiana University, 1972*), *Adjunct Lecturer in Education*
- Stankiewicz, Kenneth P., M.S. (*University of Notre Dame, 1974*), *Adjunct Lecturer in Mathematics*
- Stanley, Sande R., M.Ed. (*University of Maine, 1983*), *Adjunct Lecturer in Marketing*
- Stevens, Gladys A., M.S. (*Indiana University South Bend, 1993*), *Adjunct Lecturer in Education*
- Stewman, Barbara J., M.A. (*University of South Florida, 1989*), *Adjunct Lecturer in Education*
- Surratt, Michelle L., A.S. (*Indiana University South Bend, 2000*), *Adjunct Lecturer in Dental Education*
- Takanashi, Kyoko, M.A. (*State University of New York, 2002*), *Adjunct Lecturer in English*
- Talbitzer-Reynolds, Sheila, M.F.A. (*University of Notre Dame, 2006*), *Adjunct Assistant Professor in Fine Arts*
- Taruwanga, Patience, M.B.A. (*Indiana University South Bend, 2002*), *Adjunct Lecturer in Decision Sciences*
- Tholin, Kevin, Ph.D. (*University of Notre Dame, 1992*), *Adjunct Lecturer in Sociology*
- Thomas, Ronald W., M.B.A. (*Indiana University, 1990*), *Adjunct Lecturer in Economics*
- Thomas, Tracey H., Ph.D. (*Indiana University Bloomington, 1995*), *Adjunct Assistant Professor of English*
- Thompson, Todd M., M.A. (*Ball State University, 2001*), *Adjunct Lecturer in History*
- Thorne, William D., J.D. (*University of Toledo, 1986*), *Adjunct Lecturer in Education*
- Thorpe-Gordon, Linda C., M.S.A. (*University of Notre Dame, 1991*), *Adjunct Lecturer in International Business*
- Throm, Elaine G., M.S. (*Indiana University, 1983*), *Adjunct Lecturer in Mathematics*
- Tidaback, Darrel, M.M. (*University of Texas, 2001*), *Adjunct Lecturer in Music*
- Tiser, Diane L., *Adjunct Lecturer in Education*
- Traxler, Karl M., M.A. (*Michigan State University, 1979*), *Adjunct Lecturer in Computer Science*
- Trench, Genevieve H., M.L.S. (*Indiana University South Bend, 2000*), *Adjunct Lecturer in English*
- Turner, J. Gregory, M.S. (*Purdue University, 1986*), *Adjunct Lecturer in Finance*
- Vander Heyden, Raymond A., M.B.A. (*Indiana University, 1981*), *Adjunct Lecturer in Decision Sciences*
- Veiler, Marina, M.M. (*Indiana University South Bend, 2004*), *Adjunct Lecturer in Music*
- Vitale, Alberto S., M.S. (*Ball State University, 1969*), *Adjunct Lecturer in English*
- Vogt, John W., Jr., M.A. (*Central Michigan University, 1982*), *Adjunct Lecturer in Management and Marketing*
- Voss, Deanna M., B.S. (*Indiana University South Bend, 2001*), *Adjunct Lecturer in Mathematics*
- Wainwright, Polly, B.S. (*Purdue University, 1996*), *Adjunct Lecturer in Computer and Information Science*
- Warren, Kimberlie J., M.P.A. (*Indiana University South Bend, 2000*), *Adjunct Lecturer in Education*
- Weingarten, Harvey, D.D.S. (*Indiana University, 1979*), *Adjunct Assistant Professor of Dental Education*
- Weiss, Celia S., M.M. (*Indiana University, 1976*), *Adjunct Assistant Professor of Music*
- Whalen-Couch, Janet, M.A. (*Western Michigan University, 2000*), *Adjunct Lecturer in Education*
- Winter, Donald H., M.F.A. (*University of Alaska, 2006*), *Academic Learning Services, Student Affairs, and Adjunct Lecturer in Education*
- Wojtowicz, John P., B.S. (*Indiana University, 1969*), *Adjunct Lecturer in Mathematics*
- Wolf, Karl William, M.S. (*Indiana University, 1975*), *Adjunct Lecturer in Computer Science*
- Wood, James E., M.B.A. (*Indiana University South Bend, 1996*), *Adjunct Lecturer in Dental Education*
- Wooden, Kim D., M.B.A. (*Indiana University South Bend, 1993*), *Adjunct Lecturer in Finance*
- Woodward, Kathleen C., M.S. (*Western Illinois University, 1981*), *Adjunct Lecturer in Education*
- York, Robert R., M.B.A. (*Indiana University South Bend, 2001*), *Adjunct Lecturer in Accounting*
- Zork, Stephen P., M.M. (*Pacific Lutheran University, 1988*), *Adjunct Lecturer in Music*

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