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# UNIVERSITY OF SOUTHERN INDIANA

## 2001-2003 BULLETIN

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

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

Questions or concerns should be directed to the director of Affirmative Action, University Human Resources Department, Room FWA 166, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712-3596 (Telephone: 812/464-1770). Office hours are 8 a.m. to 4:30 p.m. Monday - Friday.

**8600 UNIVERSITY BOULEVARD**

**EVANSVILLE, INDIANA 47712**

**812/464-8600**

WHERE TO WRITE:

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

Office of Admission  
8600 University Boulevard  
Evansville, Indiana 47712-3597  
Telephone: 812/464-1765  
or Toll Free: 800/467-1965  
Office hours: 8 a.m. to 4:30 p.m. Monday - Friday  
[www.usi.edu](http://www.usi.edu)

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# THE UNIVERSITY

The University, established in 1965, is a comprehensive public university with a Board of Trustees appointed by the Governor of Indiana. The University offers more than 60 majors through the schools of Business, Education and Human Services, Liberal Arts, Nursing and Health Professions, and Science and Engineering Technology and is authorized to confer degrees through the master's level.

The University serves over 9,000 students annually in credit programs and an equal number of students in non-credit and community service programs. There are approximately 17,000 degree recipients.

The University has been developed according to a master plan and is located on a 300-acre campus near Evansville, Indiana, a metropolitan area of 280,000, which serves as the fine arts, cultural, commercial, and health care center for the Indiana, Kentucky, and Illinois tri-state area. The University strives to be accessible and responsive to regional and state educational needs.

## The University Mission

American education assumes a link between the truth of an idea and the good it promotes for individuals and society. An educated person can be expected not only to be knowledgeable and more financially secure, but also a better citizen, among whose virtues are tolerance, judgment, and belief in freedom for self and others. These values develop in an atmosphere of open inquiry and pursuit of truth. Therefore, as the University of Southern Indiana seeks to support education, social and economic growth, and civic and cultural awareness in southwestern Indiana, it will be devoted primarily to preparing students to live wisely.

The University is a broad-based institution offering instruction, research, and service. A liberal arts and science curriculum serves as the foundation of knowledge for all programs and complements undergraduate programs leading to careers in business, engineering technology, government, health professions, education, and related fields. Selected master's degrees serve persons in professional and technical studies. As a public institution, the University counsels and assists business and industry and social, educational, governmental, and health agencies to higher levels of efficiency and improved services.

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

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

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

A board of nine trustees, appointed by the Governor, governs the University. This board must include one alumnus of the University, one current student, and one resident of Vanderburgh County. Trustee terms are four years, except the student term, which is two years. The board has powers and duties common to other public postsecondary institutions in the State of Indiana.

The 1989 Indiana General Assembly authorized the trustees of the University to construct, acquire, operate, and manage student housing facilities and to issue revenue obligations for this purpose. The Commission for Higher Education approved the transfer of ownership of student housing from a nonprofit foundation to the University in February 1994. The

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addition of housing facilities enables students to take full advantage of the educational, cultural, and recreational benefits that a residential campus offers.

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

A major emphasis of the University is the delivery of credit programs. The primary curricular offerings include liberal arts, pre-professional, professional, technical, and occupational programs at the associate, baccalaureate, and master's levels. The University provides comprehensive outreach and public service programs of short duration – including workshops, conferences, seminars, and instructional courses. These programs will increase as the University continues to address economic, social, and cultural needs in Region 13 as well as in the state. The University's location in Evansville, the center of a predominantly rural region dotted with smaller population centers, gives it opportunities to increase educational access by both traditional means as well as through innovative instructional delivery systems, including active participation in the Indiana Higher Education Telecommunications Systems networks and other technology-based instruction.

The University welcomes appropriate partnerships for providing services to its constituency and cooperates with public and private universities, hospitals, and libraries to achieve this objective. The University participates with area business, industry, social, and governmental agencies for research and development related to the problems and concerns of business development, labor-management relations, tourism and recreation, health-care delivery, gerontology, energy development, and environmental-quality analysis. Community groups often use campus facilities for the purpose of meetings, programs, services, and instruction.

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

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

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

The University is accredited at the baccalaureate and master's levels by the North Central Association of Colleges and Schools. Programs in business, education, engineering technology, social work, and the health professions are accredited by the appropriate professional organizations and state agencies.

### Accreditation and Memberships

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

It also holds the following accreditations:

AACSB - The International Association for Management Education

American Chemical Society

National Council for Accreditation of Teacher Education

Indiana State Board of Education

Indiana State Board of Nursing

Commission on Collegiate Nursing Education

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Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (Baccalaureate degree programs in engineering technology)

Council on Social Work Education

American Dental Association Commission on Dental Accreditation

American Medical Association Committee on Allied Health Education and Accreditation

Accreditation Council for Occupational Therapy Education

Joint Review Committee on Education in Radiologic Technology

Joint Review Committee for Respiratory Therapy

The University holds membership in the American Association of Colleges for Teacher Education, the American Association of State Colleges and Universities, and the American Council on Education. It also is on the approved list of the American Association of University Professors.

Information on how to contact any of these agencies is available in the office of the Vice President for Academic Affairs.

### University Board of Trustees

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

### TRUSTEES

Bruce H. Baker	Newburgh
Louise S. Bruce	Tell City
Ryan A. Helzerman	Newburgh
G. Patrick Hoehn	Floyds Knobs
J. David Huber	Cannelton
Tina M. Kern '86	Evansville
Thomas F. McKenna	Carmel
Harolyn G. Torain '71	Indianapolis
James L. Will, Sr.	Evansville

### Officers of the University

H. Ray Hoops , *President*  
John W. Byrd , *Vice President for Student Affairs*  
Robert L. Reid , *Vice President for Academic Affairs*  
Richard W. Schmidt, *Vice President for Business Affairs and Treasurer*  
Sherrienne M. Standley , *Vice President for Advancement*

### Academic Programs

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

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

Requirements for graduate programs may be found in the graduate studies section. Master's degree programs are designed primarily for working professionals. Courses frequently are scheduled in the late afternoon or evening hours to accommodate students who hold full-time employment. Master's degree programs are designed to be completed in three to four years of part-time study.

### Public and Professional Services

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

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

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## University Facilities

Ten major classroom buildings and supporting structures plus apartments and suite-style residence halls housing nearly 2,700 students are on the 300-acre campus, located midway between Evansville and Mt. Vernon on State Highway 62 in southern Indiana. More than 1,000 adjoining acres are held in trust by a nonprofit foundation for future educational development.

The Administrative Services Annex (North and South), located west of the Technology Center, houses offices for Procurement and Distribution Services, Telephone Maintenance, the Web Team, and other administrative departments.

The Health Professions Center, opened in 1995, is a classroom and office building housing the School of Nursing and Health Professions and the Department of Social Work. The Indiana University School of Medicine, Evansville Center, is located on the third floor of the facility. Features of the Health Professions Center include the 450-seat Mitchell Auditorium, the Charles E. Day Learning Resource Center, a dental hygiene clinic and dental laboratory, lecture rooms, classrooms, instructional laboratories, seminar rooms, and faculty offices. Recently-completed space in the lower level includes laboratories for science and social work, classrooms for health services, a human performance laboratory, and the Student Health Center

The Liberal Arts Center opened for classes in fall 1999. It offers state-of-the-art instructional areas and offices for the School of Liberal Arts. Included are the Helen Mallette Studio Theatre, Clifford and Ruth Kleymeyer Lecture Hall, Anna Lee Hamilton Music Studio, Scripps-Howard Center for Media Studies (which includes the William R. Burleigh Media Resources Center, the Scripps-Howard Digital Arts Laboratory, and the Scripps-Howard Video Production Complex), Cynderella McDowell Miller Foreign Language Laboratory, the Topper Practice Room, a distance learning classroom, WSWI Radio Station, and several classrooms equipped with instructional technology to enhance learning.

The Robert D. Orr Center is a classroom and office building housing many of the student services departments. The Office of Admission, Student Financial Assistance, Registrar, Counseling, Career Counseling, Career Services and Placement, University Division, Offices of Extended Services, Continuing Education, the

Organizational and Professional Development group, and Historic Southern Indiana are located on the main floor. The School of Business and computer labs are located on the third floor, and the second floor is dedicated to classroom space. The Computer Center, Telephone Services, Academic Skills Center, and Business Affairs offices, including the Cashier, are located on the lower level. Students may pay fees and cash checks at the cashier's window.

The Physical Activities Center (PAC) provides instructional space for physical education and recreation programs as well as offices for the Athletic Department, Intramural Program, and Physical Education Department. Included in the building are the aquatics area, specialized physical education and service facilities, classrooms, locker rooms and team rooms, and multi-purpose activity areas. The PAC has a seating capacity of 3,000 and serves as the home court for indoor sports programs.

The Recreation and Fitness Center, the newest addition to the campus, is dedicated to providing a wide variety of programs and services, supportive of a wellness lifestyle. With something for everyone, the Recreation and Fitness Center features a state-of-the-art area; two wooden courts for basketball, volleyball, and badminton; a weight-training area, an elevated three-lane jogging track; and an activity room for group exercise classes. Students, faculty, and staff can enjoy leisure time on their own or with friends.

The Science Center adjoins the Wright Administration Building. In addition to laboratories and classrooms, the Science Center houses offices for the School of Science and Engineering Technology. The Torrington Science Research Laboratory, Torrington Molecular and Developmental Biology Research Laboratory, and the Black Beauty Coal Chemistry Laboratory provide state-of-the-art instructional areas for chemistry.

The Technology Center houses the Engineering Technology Department and the Art and Music Department, and provides classrooms and laboratories for programs of those departments, as well as art workshops and faculty offices. The Ceramics Center and the Art Studio are located adjacent to the Technology Center.

The University Center is located conveniently in the center of campus where students and faculty may convene for informal meetings, meals, study, social activities,



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recreation, open discussions, or formal campus occasions. The University Center provides space for student organization offices, conference rooms, lounge facilities, food services, and the University Bookstore. Offices for the Dean of Students, Conference and Meeting Planning (including the Student Reservations Office), International Student Services, Multicultural Center, Student Development, and Student Publications are located here.

Carter Hall and the University Conference Center are located on the upper level of the University Center. Both are large multipurpose rooms that accommodate groups for seminars, workshops, meetings, luncheons, dinners, or dances. The Renner, Couch, and NBD Bank meeting rooms are located on the upper level.

The ~~Å±±«øÈ Theatre~~ Rehearsal Studio is located three miles east of campus, just off Barker Avenue at 3001 Igleheart Avenue. Classes in theatre are conducted and productions by students are staged at the theatre.

The David L. Rice Library offers many resources and services to support a student's academic career. The main level contains computers for accessing the online catalog and subject databases, separate computers for e-mail, and a lab for instruction in the use of library resources. Also on the main level are the government document, microform, periodical, and reference collections, along with copiers and printers. The upper level is primarily devoted to the book collection and study space, while the lower level includes the Learning Resource Center and the University Archives and Special Collections.

The Byron C. Wright Administration Building houses administrative offices including those of the President, Vice Presidents for Academic Affairs, Advancement, Business Affairs, and Student Affairs. Also located here are offices for Alumni and Volunteer Services, Budget Officer, Graduate Studies, Grants and Sponsored Research, Institutional Research, Internal Auditing, and Special Events and Scheduling Services. The Forum Wing of the Wright Administration Building houses offices for Human Resources, Instructional Technology Services, and the Bower-Suhrheinrich School of Education and Human Services. Three lecture halls (the Forum rooms) are located on the lower level and there also are classrooms and conference rooms in this building.

The Publishing Services Center provides space for News and Information Services, including news bureau, and photography, and for Printing Services, which includes graphic design, photocopying, printing, and binding.

The O'Daniel and McDonald Apartments provide apartment-style housing for students. Three new residence halls—Fred C. Newman Hall and Governors Hall, and O'Bannon Hall—offer enclosed suite-style housing with computer labs and meeting rooms. The Fair Residence Life Center located in the McDonald complex contains Residence Life staff offices and a computer laboratory. Additional facilities in housing are the McDonald Recreational Building which offers a laundromat, computer laboratory, and offices for the Student Housing Association; and the O'Daniel Student Service Center, which has a laundromat, convenience store, and offices for the Center for Judicial Affairs.

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# ADMISSION

## UNDERGRADUATE ADMISSION

### REQUIREMENTS AND PROCEDURES

#### Beginning Freshmen

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

Freshman admission classifications include:

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

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

In order to assure them full benefit of the academic advisement system, conditionally admitted students register with their assigned academic advisor in University Division, rather than over the phone or via the Web. Also, their academic advisor must approve all changes to their schedule of classes. These advising guidelines seek to provide maximum support and guidance to conditionally admitted students during their critical first year.

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

#### Out-of-State High School Graduates

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

#### Required Test

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

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

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## Transfer Students

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

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

## Transfer Credit Policy

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

1. Only courses with grades of C or better will transfer (minus grades from other colleges and universities will be upgraded to the standard letter grade. (ex. B- to B)
2. Orientation courses will not be accepted as transfer credit, nor will coursework from academic departments which have no counterpart in the University curriculum.
3. Noncredit courses earned at previous colleges or universities will not transfer.
4. Even though credit hours are transferable, the transferred hours may not necessarily apply toward a particular degree program. The applicability of credits toward a particular degree can be determined in counsel with the appropriate departmental advisor. The time expired since the completion of a course may also prohibit it from applying to the requirements of a particular degree program and is subject to review by the department chair of the student's major.
5. A maximum of 64 credit hours may be transferred from regionally accredited community and/or junior colleges.

A student's overall transfer grade point average will not be recorded on the student's transcript. Consequently, a transfer student will establish a grade point average from the University based only on courses

taken at this University. A transfer student must, however, meet the requirements for continued enrollment which correspond to the sum of the total transfer hours accepted and total hours attempted at this University. Also, all hours attempted at previous universities will be summed with courses taken at this University in computing graduation honors.

## Credit for Occupational Degree Programs from Regionally Accredited Institutions

There are several programs at the University for which articulation agreements, allowing transfer of specific courses or blocks of credit, have been developed with other institutions such as Ivy Tech State College. The Bachelor of General Studies program also offers graduates of regionally accredited Associate in Applied Science degree programs (such as those offered at Ivy Tech) the opportunity to receive recognition of their studies in the form of a block of credit hours. Students in regionally accredited occupational degree programs who are interested in obtaining a baccalaureate degree at the University are encouraged to obtain specific information about credit-transfer options as early in their college careers as possible. In cooperation with Indiana's other public institutions of higher education, the University has identified 30 semester hours of comparable general education courses to be offered at each state postsecondary institution that will be transferable among all such institutions. The agreement became effective at the beginning of the fall 1993 semester. Other procedures for the recognition of educational experience include credit by examination, departmental examination, and advanced placement. Additional details about all of these methods for obtaining credit for prior educational experience are available from the Office of Admission.

## Special Student

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

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## Notice of Admission

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

## Step-by-Step Admission Procedure

The student desiring admission should proceed as follows:

1. Secure an application for admission. The application and other pertinent information are available in the guidance office of most Indiana high schools or they can be requested from the Office of Admission, 8600 University Boulevard, Evansville, Indiana 47712. Students also can apply online by accessing the Web site at [www.usi.edu](http://www.usi.edu).
2. Complete Section One of the application and take it to the guidance counselor or principal of the high school from which the applicant expects to be graduated (or has graduated). The high school transcript will be attached and the completed application will be forwarded by the high school official.  
NOTE: A transfer or guest student should send the application directly to the Office of Admission after completing Section One. If a high school transcript is required, the student will be notified by the Office of Admission.
3. Submit SAT or ACT scores. If the student has not taken the Scholastic Aptitude Test, or the American College Test, the student should attempt to do so prior to admission. It is recommended that the SAT or ACT be taken during the spring term of the junior year in high school; however, test scores will be accepted any time prior to the orientation and registration program. If a freshman applicant has not taken the SAT or ACT prior to his or her first registration, the director of Admission may grant permission for the student to sit for the examination during the first term of enrollment. A transfer or guest student is not required to submit test results. In addition, a beginning freshman who has been out of high school for three or more years is not required to take either test.
4. When all steps listed above are completed, the applicant's admission will be complete and the applicant will be notified of the decision on admission to the University. Prior to the beginning of the semester, detailed information relating to orientation, academic advisement, and registration for classes will be mailed. This information will provide specific dates, times, and places for the orientation, advisement, and registration activities.

## GED Test Admission

An individual 18 years of age or over who is not a high school graduate may be admitted on the basis of an achievement test certificate and score report. This certificate may be granted as a result of satisfactory scores on the General Educational Development (GED) test. An individual who desires to secure the test certificate should contact the school superintendent's office in the individual's community for information on the GED test. NOTE: Applicants who have been schooled in settings other than a commissioned high school and who are less than 18 years of age will be reviewed individually by the director of Admission. Scores from the SAT or ACT are required, and completion of the GED test or other high school equivalency test is strongly recommended.

## Early Admission

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

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

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

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## Admission to the Nursing and Health Professions Programs

A person seeking admission to nursing, dental hygiene, respiratory therapy, radiologic technology, occupational therapy, or dental assisting must first be admitted to the University and then to the program. An application must be submitted to the Office of Admission prior to submitting a departmental application to the particular health professions program. For additional information on the health professions programs write: School of Nursing and Health Professions, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712.

## Admission of International Students

The University welcomes students from other countries and cultures who bring to the campus direct contact with the rich heritage of their countries. In return the University is eager to share American opportunities and culture.

An international student should apply well in advance of the semester in which the student plans to enter. In order to receive consideration for admission the student must: (1) complete the application for admission with application fee; (2) send official results from the Test of English as a Foreign Language (TOEFL); (3) if English is the native language, in lieu of the TOEFL send official results of either the Scholastic Aptitude Test (SAT) or American College Test (ACT); (4) send complete and attested copies of academic records (in English) from EACH high school, college, or university attended; (5) complete statement of finances with supporting documentation in U.S. dollars; and (6) if student is transferring to the University from another U.S. school or university, submit an international student status form.

## Study Abroad Opportunities

The University offers study abroad opportunities in over 30 countries through the International Student Exchange Program (ISEP) and cooperative agreements with several other institutions, including the University of Evansville's Harlaxton College in England. With advance planning, it is possible for students in virtually any major to participate in an overseas program. Programs offer a variety of experiences, from specialized courses taught entirely in English, to direct enrollment in the international university. Students receive credit for the coursework completed during the summer, semester, or academic year.

The University is committed to making study abroad affordable as well as accessible to all students. The costs of most study abroad programs are based on tuition, room, and board at the University. Since participants pay the same amount for tuition, they can continue to apply their scholarship and other financial aid toward those fees. Additional information is available from the Office of International Programs and Services at 812/465-1248.

## Servicemembers Opportunity College

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

## Programs for Spouses and Retirees

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

## Application Deadlines

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

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

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

## Tentative Acceptance for Admission

The Office of Admission may offer tentative acceptance for admission to transfer students who have not completed the full requirements for admission by the beginning of the first term of attendance. Transfer students who enter the University without complete credentials for admission will be required to submit the appropriate credentials as a prerequisite to their continued enrollment. Required credentials must be submitted to the Office of

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Admission within the semester of initial enrollment. Continued enrollment is conditional upon compliance with the admission requirements which were in effect at the time of the student's initial enrollment in the University.

### Credit by Examination

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

### Advanced Placement Program (APP)

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

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

Biology  
Calculus  
Chemistry  
Economics  
English  
History  
Psychology

Tests are given once a year during the third week in May. Participating high schools with Advanced Placement Programs may administer their own tests. A student attending a non-participating school may take the qualifying exams at any participating school. The minimum score one must attain to receive credit is 3 (5 being the highest possible score).

For assistance in making test arrangements, write to:

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

### College Entrance Examination Board SAT II

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

### College Level Examination Program (CLEP)

1. CLEP examinations are normally offered on the third Tuesday and Wednesday of November and May at the University. The General Exams (90 minutes each) measure achievement in five basic areas of general education: English composition, humanities, mathematics, natural sciences, and social sciences. Credit for successful completion of the general examinations is granted for general education courses. A student who has earned 24 semester hours of college credit is not eligible to take the CLEP general examinations. In addition, a student must take the mathematics general exam prior to the official mid-term date of the student's first college-level mathematics course.
2. Subject Examinations of CLEP—  
To supplement the general examinations of CLEP, the subject examinations cover specific academic areas. These examinations are normally given on the third Tuesday and Wednesday of November and May at the University. The subject examinations (90 minutes each) which are offered at the present time are:

American Government  
American History (1865-Present)  
American History (Beginning-1877)  
Analysis and Interpretation of Literature  
Biology, General  
Business Law, Introductory  
Calculus with Elementary Functions  
Chemistry, General  
College Algebra  
College Composition  
Macroeconomics, Introductory  
Management, Introductory  
Marketing, Introductory  
Microeconomics, Introductory  
Principles of Accounting  
Psychology, General  
Sociology, Introductory

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Trigonometry  
Western Civilization (1648-Present)  
Western Civilization (Ancient-1648)

Registration for the CLEP examinations may be made by writing or phoning the Counseling Center.

### Departmental Examinations

There are several departmental exams through which students can be awarded credit, provided the student demonstrates a level of proficiency satisfactory to the department involved. In order to be eligible for a departmental exam, the student must be in good standing and regularly enrolled at the University as a degree candidate. A department may adopt either a standardized examination available to the department from outside the University or may develop the appropriate exam for the subject area. Departmental exams may be written, oral, or both. To earn foreign language credit by examination for high school course work, students must obtain a grade of B or better in the foreign language course into which they have been placed by an advisor. A fee of \$10 is required in advance of taking each examination. No refund is given if the student fails to qualify for credit. For further information about departmental examinations, contact the department involved.

### Additional Policies Concerning Credit by Examination

1. The University may accept credit by examination from accredited colleges and universities as transfer credit. However, the examination must be one which is recognized by the University. (Departmental exams are not accepted as transfer credit.) The score received on an exam also must be equal to or greater than the cut-off scores currently in effect at the University.
2. Anyone may take examinations for credit; however, only a currently or previously enrolled student of the University may apply granted credit toward a degree.
3. A student who has earned 24 semester hours of college credit is not eligible to take the CLEP general examinations.
4. A student may not establish credit for auditing purposes; similarly, the student may not take a course for credit if the student has established credit by examination for that course.
5. A student may not establish credit by examination for any course in which the student is currently enrolled.

6. A student is eligible to receive credit by examination for a lower level course while the student is enrolled in an advanced course until that semester's official mid-term date, at which time the student becomes ineligible to establish credit by examination for the lower level course if the student successfully completes the advanced course. A lower level course can be either a prerequisite for the advanced course or a course whose content overlaps that of the upper-level course.
7. The credit by examination program is designed expressly for the student who intends to earn a degree at the University. The decision on whether the exam credit is transferable remains with the institution to which the student may intend to transfer.
8. Upon successful completion of any examination, the student will be offered credit for the equivalent course(s). A letter grade will not be assigned; therefore, the credit will not affect the student's grade point average.
9. After credit is granted to a student through any one of the credit by examination programs, there is no additional charge to the student. Earned credit (if accepted by the student) is recorded automatically on the student's transcript.
10. A request for an exception to the current policy may be made to the department chair responsible for the discipline covered by the exam. Such a request will be reviewed by a committee consisting of the dean, the director of Admission, and the vice president for Academic Affairs.
11. A maximum of 94 semester hours earned by examination may apply toward a student's baccalaureate degree, and a maximum of 46 semester hours earned by examination may apply toward the student's associate degree. For detailed information concerning the credit by examination program, contact the Counseling Center.

### Placement Testing Program

Placement testing is a year-round service provided to assess students' knowledge of math, reading, and English; foreign language testing in French, German, and Spanish is optional. First-time degree-seeking students are required to test, and some transfer students are required to complete all or part of the placement test based on the results of their transcript evaluations. (Partial exemptions may be granted to Presidential Scholars and students with CLEP credit or dual credit coursework.) Students are urged to take this process seriously since

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placement test results are used to place students in appropriate courses. There is no cost for this service, but an appointment is required and can be made by calling Academic Skills at 812/464-1743. A photo ID and Social Security number are required to test, and the process takes approximately two and one-half to three hours. Testing must be completed prior to participation in the Connections I program. Placement test results remain active for two years.

### Orientation

A full-time student entering  $\hat{A} \pm \pm \ll \emptyset^{\circ} \hat{E}$  for the first time is expected to participate in the orientation program. The orientation program acquaints the student with the educational opportunities and facilities of the University, its policies concerning student life, and the guidance services available. Each student is assigned a faculty advisor in the student's major area who will assist the student in selecting a curriculum and courses. A packet of materials outlining the dates for campus arrival, academic advisement, and class registration will be mailed to each accepted applicant prior to the beginning of the semester.



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# UNDERGRADUATE FINANCIAL ASSISTANCE

Student financial assistance includes scholarships, grants, loans, vocational rehabilitation awards, tuition awards, and student employment under the Work Study program.

## Application for Financial Assistance

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

Applications are available in high schools' guidance counselor offices and in the Student Financial Assistance Office. Write or call for more information.

Student Financial Assistance Office

8600 University Boulevard

Evansville, IN 47712-3597

812/464-1767

800/467-1965

E-mail: [finaid@usi.edu](mailto:finaid@usi.edu)

Web site: [www.usi.edu/finaid](http://www.usi.edu/finaid)

## New Freshmen

To be eligible for federal student aid all new freshmen must submit an eighth-semester high school transcript or GED certificate to the Admission Office.

## Transfer Students

Students who have attended other postsecondary institutions within a 90-day period prior to their enrollment at USI must submit a Financial Aid Transcript from each institution attended. Financial Aid Transcript forms are available in the Student Financial Assistance Office.

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

Name, Social Security Number, and Date of Birth  
Financial aid applicants must use the same name, Social Security number, and date of birth in all official government records. Name changes must be on file with the Social Security Administration before financial aid applications can be processed. Applicants must use their full legal name, correct Social Security number, and date of birth on the FAFSA and the University's Financial Aid Data Form. Note that other agencies such as Selective Service and Immigration will be checked to see if the student is in compliance with all federal regulations. Proof of draft registration compliance with Selective Service may be required for male students who have reached age 18. The U.S. Immigration and Naturalization Service must verify the alien registration number of all immigrants who are not naturalized citizens. An incorrect name, Social Security number, date of birth, or alien registration number will cause significant delays in aid processing. It is recommended that you use your Social Security number as your student identification number.

## Enrollment Status/Credit Level

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

### Undergraduate

Full time	12 semester hours
3/4 time	9 semester hours
1/2 time	6 semester hours

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

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## Financial Responsibility

Students who do not receive a Financial Aid Notification letter prior to tuition billing must pay their tuition and fees by the due date in order to retain the classes for which they are pre-registered. The Bursar's Office offers an installment payment plan that permits multiple payments during an extended time period. An additional processing fee is assessed.

Most types of aid will appear as a credit against tuition and fees on the bill sent prior to the start of classes. Some aid types, such as Work Study, require special procedures and will not appear on the tuition bill. Estimated aid that appears on the bill, such as student loans, may be deducted from total tuition and fees. If no payment is required, students must sign and return their bills by the due date to ensure that classes will be reserved and not canceled. Students should contact their Student Financial Assistance counselor if they have questions about these procedures.

## General Eligibility Requirements for Federal Student Aid

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

A federal aid recipient must:

- be a U.S. citizen or eligible non-citizen,
- be registered for the draft with Selective Service if required by current law,
- have a high school diploma or GED,
- have financial need,
- attend a school (such as  $\hat{A}_{\pm\pm\langle\sigma^0\hat{E}}$ ) that is eligible to participate in one or more federal aid programs,
- be enrolled at least half-time (except for FWS, SEOG, and Perkins Loan),
- be working toward a degree, certificate, or other recognized educational credential (teacher's certification requires special procedures to document),
- be making reasonable academic progress, not be in default on a Title IV or HEA student loan, or owe a repayment of a Title IV or HEA grant received for attendance at any institution,
- and, if requested to do so, sign a statement of updated information (the Verification Worksheet) and provide all required financial documents.

## Federal Financial Aid Programs

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

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

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

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

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

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

**Federal Perkins Loan.** Perkins Loans are low-interest loans made through the  $\hat{A}_{\pm\pm\langle\sigma^0\hat{E}}$  Student Financial Assistance Office to undergraduate and graduate students. Students who receive these loans must have financial need and are required to begin repayment six months after they graduate, leave  $\hat{A}_{\pm\pm\langle\sigma^0\hat{E}}$ , or drop below half-time status. Information on loan deferments and loan forgiveness is available in the Student Financial Assistance Office.

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Application for the Perkins Loan is accomplished by completing the FAFSA and indicating a preference for loans. The March 1 filing deadline should be met for the FAFSA and all other required documents should be submitted to the Student Financial Assistance Office prior to May 1.

Stafford Loan. These are low-interest loans made to students by a lender such as a bank, credit union, or savings and loan association. Stafford Loans are available to both undergraduate and graduate students. Repayment begins six months after the borrower graduates, withdraws from school, or drops below half-time status.

Students may apply for a loan using the Stafford Loan Request Form. All students must complete the Free Application for Federal Student Aid (FAFSA) before the Stafford Loan is certified by the University. The loan request form and required documentation should be submitted to the Student Financial Assistance Office at least two months prior to the start of the term for which the loan is being requested. The preferred filing date is on or before June 1 each year for academic year loans.

PLUS Loan. PLUS Loans to parents of dependent students are available as no-need financial aid. Interest is capped and varies annually. Repayment begins about 30 days after the second disbursement. For a full-year loan, repayment will begin in early February. PLUS Loan Request Forms are available from the Student Financial Assistance office.

### State of Indiana Student Aid Eligibility

An eligible student must be:

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

### State of Indiana Financial Aid Programs

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

Higher Education Award. HEAs are awarded on the basis of need and are restricted to payment of academic year tuition. Application is made on the FAFSA by releasing FAFSA data to an eligible Indiana institution such as the State of Indiana. The filing deadline is March 1 prior to the academic year for which the aid is being requested. Applicants are advised to secure a certificate of mailing as proof of meeting the March 1 deadline.

Minority Teacher Scholarship. State funded and administered by the University, Minority Teacher Scholarships are awarded to outstanding black or Hispanic students majoring in education. Recipients must be Indiana residents who are enrolled or will enroll full-time. Applications are available in the Teacher Education Department and in the Student Financial Assistance office. The application deadline is May 1.

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

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

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

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## University Scholarships, Grants, and Employment

New students are encouraged to apply for admission no later than March 1 prior to their initial fall semester to ensure consideration for all scholarships. Many scholarships also require completion of the Free Application for Federal Student Aid (FAFSA) by March 1 each year. Some scholarships require a separate application - they are noted following.

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

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

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

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

For all other students receiving  
Departmental Scholarship awards:

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

Students receiving this award as freshmen may participate in the program for no more than four consecutive calendar years from the date of initial enrollment or until a total of 136 semester hours have been earned, whichever comes first. Students receiving this award as community college transfers entering "A±±«ø" with junior class standing may participate in the program for no more than two consecutive calendar years from the date of initial enrollment or until a total of 68 semester hours have been earned whichever comes first. Students may change majors/minors without affecting the terms of their award with the exception of students whose awards are based on talent in theatre or art. Students who decline "A±±«ø"’s offer of a Departmental Scholarship forfeit all future entitlement to this award. Departmental Scholarships awarded on the basis of talent require participation in programs and activities of the Theatre Department for theatre award recipients. In addition, theatre award recipients must major in theatre. Students who receive talent awards for art must major or minor in art.

**Deans Scholarship.** For selected scholars, the University provides awards which pay a full in-state tuition (total of contingent fee, academic facilities fee, and student services fee at the Indiana resident rate). These awards are coordinated with other tuition-specific aid (if applicable) to ensure that total of such aid does not exceed actual tuition charges.

Initially matriculating freshmen who earn a minimum SAT score of 1100 or an ACT score of 25 on one test will be considered for this award on a competitive basis.

Award recipients must enroll as full-time students during the fall and each successive regular semester following award notification. Exceptions are made to permit fall graduates to begin University enrollment in the spring. A full-time student is defined as one who enrolls in at least 12 official semester hours each fall and spring. Official enrollment is determined on census day (fifth day of fall and spring). Failure to comply with these requirements nullifies the award and all future entitlement. Exceptions to the minimum enrollment requirement will be made for only bonafide medical or academic reasons.

NOTE: Award recipients may utilize the Deans Scholarship for summer enrollment. No minimum enrollment status is required.

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Deans Scholarship recipients may participate in the program for no more than four consecutive calendar years from the date of initial enrollment or until a total of 136 semester hours have been earned, whichever comes first. Under exceptional circumstances, a student may petition the director of Student Financial Assistance for a leave of absence for one semester and an extension of calendar-year limits.

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

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

The Office of Student Financial Assistance will evaluate earned hours after the spring semester. Students may make up earned hours deficits in the summer term at their own expense. A written request for review of Deans Scholarship eligibility must be sent to the director of Student Financial Assistance after summer grades are officially recorded on the student's transcript.

**Presidential Scholarship.** Students ranked first or second in their senior class at the end of the fall semester at high schools commissioned by the Indiana State Department of Public Instruction who meet the following requirements are eligible to apply for the Presidential Scholarship. Applicants must have earned a combined score of 1,100 or more on a single nationally-administered Scholastic Aptitude Test (SAT). (Note: An ACT composite test score of at least 25 earned under the same conditions is also acceptable.) The applicant must submit a Presidential Scholarship application, the application for admission, an official high school transcript, and SAT or ACT scores by January 15 of the student's senior year. In addition, applicants must submit the Free Application for Federal Student Aid

(FAFSA) by March 1. This Presidential Scholarship covers tuition and housing. It includes an allowance for food and books, and is valued at \$8,500 per academic year. Ten students are selected for these competitive scholarships each year.

**Academic Excellence Award.** The University offers a number of Academic Excellence Awards (AEA) to attract and retain students who meet all requirements for the Presidential Scholarship but are not selected to receive the highly competitive Presidential Scholarship. The AEA covers 100 percent of the student's instructional fees (tuition) and is renewable while maintaining academic excellence. To be considered for this award, scholars must complete by specified deadlines all steps listed for Presidential Scholarship application.

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

**Music Performance Scholarship.** Music performance scholarships are available for members of Mid-America Singers and Band. Contact the director of Mid-America Singers and Band in the School of Liberal Arts at 812/464-1736 for audition information.

**Theatre/Drama Scholarship.** Individuals interested in assisting with the production of theatrical events may contact the director of Theatre in the Communications Department at 812/464-1734 for information concerning theatre/drama scholarships.

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

**Non-Resident Grant Waivers** are automatically awarded to initially matriculating eligible students pursuing an undergraduate degree who are either permanent residents of or transfer students from certain Illinois or Kentucky counties. Freshman awards are limited to per-

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manent residents of Alexander, Clay, Clinton, Crawford, Edwards, Franklin, Gallatin, Hamilton, Hardin, Jackson, Jefferson, Johnson, Lawrence, Marion, Massac, Perry, Pope, Pulaski, Richland, Saline, Union, Wabash, Washington, Wayne, White, and Williamson counties in Illinois. In Kentucky, freshman awards are limited to permanent residents of Ballard, Caldwell, Crittenden, Hopkins, Livingston, McCracken, McLean, Ohio, and Webster counties. Transfer students who are permanent residents of the above counties and students transferring from colleges located in the above counties are also eligible.

Grants of \$85 per semester hour will be made upon confirmation of eligibility. A minimum of 66 percent of attempted semester hours must be completed successfully each term. A minimum 2.0 cumulative grade point average also is required.

**Child of Disabled or Deceased Veteran (CDV).** State universities and colleges in Indiana waive tuition and instructional fees for the natural or adopted children of service-connected disabled or deceased Veteran. The veteran must have received an honorable discharge and the student must be considered by the University to be an Indiana resident for tuition/fee purposes. Waivers of tuition and instructional fees are available for a total of four years of study (124 semester hours) under the CDV program including study at other state universities. This benefit is available for both undergraduate and graduate study. Other tuition-specific aid from non-University sources will be applied first.

Applications are available in the Student Financial Assistance Office and must be certified by the Indiana Department of Veteran Affairs in Indianapolis. Financial Aid Transcripts for all prior postsecondary study also are required. A student applicant must provide a copy of the birth certificate if the veteran's surname is different from his/her own.

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

**Child of Indiana Police Officer or Firefighter Killed in the Line of Duty.** State universities and colleges in Indiana waive certain fees for the children of Indiana police officers or firefighters killed in the line of duty.

The University waives all tuition and instructional fees for a maximum of 124 semester hours of study through age 23. This benefit may be used for undergraduate or graduate study. Full-time enrollment is required. Contact a Student Financial Assistance counselor for more information.

**One-Course Plan.** Persons eligible for the One-Course Plan include retired individuals and spouses of eligible full-time University students. Retired persons include anyone over the age of 60.

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

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

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

**Limitation on Participation.** When institutional and/or state programs provide for payment of the same fees (e.g. contingent fee), the student will receive financial assistance from the program that pays the largest benefits. Students cannot apply awards to payment of fees for which the award was not intended.

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

### Andrew Foundation Scholarships

Students who apply for admission to Andrew by March 1 of their senior year of high school and complete the FAFSA by March 1 are automatically considered for one of nearly 40 merit-based Andrew Foundation Scholarships awarded each year.

It is recommended that students attach a list of extracurricular activities and community service to their Andrew admission application. These scholarships, except as noted, are renewable based upon continued enrollment and maintenance of specific grade point minimums. Awards range from \$400 to \$1,600 per academic year. Scholarship recipients are notified in mid-April.

Henry and Hazel Bennighof Scholarship. Indiana residency is required with preference given to Vanderburgh County residents; no specific major is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must show financial need by filing the FAFSA each year prior to March 1; value \$800 per academic year.

Thompson H. Burckhardt Memorial Scholarship. Posey County, Indiana, residency is required as well as graduation from a Posey County high school; a major in business is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$400 per academic year.

Barbara Corrigan Memorial Scholarship. Indiana residency is required; a major in business or science is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$600 per academic year.

William E. and Rebecca N. Couch Endowment Scholarship. Indiana, Kentucky, or Illinois residency is required; a business or education major is required; must rank in top 15 percent of graduating class; value \$500 per academic year.

Dr. John and Grace Eisterhold Scholarship. Merit scholarship for entering freshman who has a minimum cumulative high school grade point average of 3.5 on a 4.0 scale; preference to Evansville Mater Dei High School graduate; value \$1,000 per year.

Paul Grimes Memorial Scholarship. Indiana residency is required; a major in engineering technology or science is required; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$600 per academic year.

Elmo Holder Memorial Scholarship. Indiana residency is required; no specific major is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$600 per academic year.

Clifford A. Kleymeyer Memorial Scholarship. Vanderburgh County or Posey County, Indiana, residency is required; no specific major is required; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; must be able to demonstrate interest in community, church, and extracurricular activities; must file the Free Application for Federal Student Aid (FAFSA) by March 1 each year; value \$500 per academic year.

John E. McCutchan Memorial Scholarship. Indiana residency is required; a major in business is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$600 per academic year.

Frank F. McDonald Scholarship. Indiana residency is required; no specific major is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$600 per academic year.

Mead Johnson Foundation Scholarship. Indiana residency is required; no specific major is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; minimum SAT score of 1100 or a minimum ACT score of 25; value \$1,000 per year.

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Richard E. Meier Memorial Scholarship. Indiana residency is required; a major in business is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$600 per academic year.

Optimist Club of Eastside (Evansville). Indiana residency is preferred but not required; entering freshman in any major; minimum high school cumulative grade point average of 3.25 on 4.0 scale; SAT minimum of 1100 or ACT minimum of 25; must be able to demonstrate record of extracurricular activities; must file the Free Application for Federal Aid (FAFSA) by March 1 each year; value \$1,000 per year.

F. Leo Peyronnin Memorial Scholarship. Indiana residency is preferred but not required; a major in business, engineering technology, nursing, or geology is required; must be entering freshman and rank in the top 15 percent of the high school graduating class; must file the FAFSA by March 1 each year; value \$500 per academic year.

Robert and Elaine Pott Scholarship. Indiana residency is preferred but not required; a major in engineering technology is required; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; transfer students must have a minimum 2.75 on a 4.0 scale college grade point average; value \$1,600 per academic year (\$3,900 for students paying non-resident fees). A separate application is required for this scholarship. Contact the Engineering Technology Department at 8600 University Boulevard, Evansville, IN 47712 or call 812/464-1878 for an application.

Bernard and Lena Powers Scholarship. Indiana residency is preferred but not required; must be an entering freshman majoring in accounting; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; SAT minimum of 1100 or ACT minimum of 25; value \$1,000 per year.

Alan C. Rankin Distinguished Leadership Award. Indiana residency is required; no specific major is required; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$600 per academic year.

Aline Nunn Renner Scholarship. Tri-State (Evansville area) residency required; must be entering freshman with major in business; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; high school class rank in top 15 percent required; value \$500 per year.

David L. Rice Endowment Scholarship. No residency requirement; must be entering freshman pursuing a baccalaureate degree; minimum high school cumulative grade point average of 3.75 on a 4.0 scale; high school class rank in top five percent; SAT minimum of 1200 or ACT minimum of 28; value \$1,000 per year.

E. Harvey and Shirley Seaman Merit Scholarship in Business. No residency requirement; must be entering freshman with a major in School of Business; minimum high school cumulative grade point average of 3.75 on a 4.0 scale; high school class rank in top five percent; SAT minimum of 1200 or ACT minimum of 28; value \$1,000 per year.

Robert W. Wallace Scholarship. No residency requirement; must be entering freshman with a major in School of Liberal Arts; minimum high school grade point average of 3.0 on a 4.0 scale; must file the Free Application for Federal Student Aid (FAFSA) by March 1 each year to document that student is from a middle income family with two or more children in college simultaneously; value \$750 per year.

Wallace C. and Kathleen Wardner Memorial Scholarship. Indiana residency is required; a major in social science, education, or human services is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$400 per academic year.

Alumni Association Scholarships. Alumni Association provides 22 scholarships each year to currently enrolled students. Applications are mailed to candidates who meet the minimum requirements. Selections are made by the Alumni Association Executive Board. These scholarships are not renewable.



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## Reasonable Academic Progress Policy

Students who receive federal or state financial assistance (including student and/or parent loans) are required to make reasonable progress toward the completion of their degree or certificate program. Reasonable progress is measured by the number of credits successfully completed each year and students' cumulative grade point average after each semester. In addition, students are limited to 150 percent of the published timeframe for their degree/certificate objective. This policy sets the minimum standards for evaluating reasonable academic progress for federal and state financial assistance.

Institutional scholarship programs also require reasonable academic progress. Requirements are program specific. Information on each institutional program is available in the Student Financial Assistance Office.

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

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

**Cumulative Grade Point Average** . Financial aid recipients are required to maintain a minimum cumulative grade point average as they progress toward achievement of their degree or certificate. While the cumulative GPA is calculated on the basis of all credits attempted at  $\hat{A}_{\pm\pm\pm\pm\pm}$ , it will be compared to credits earned to determine reasonable academic progress.

Credit Hours Earned	1-31	32-62	63+
Required Cumulative GPA	1.60	1.80	2.00

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

**Transfer Credit**. Credit accepted by  $\hat{A}_{\pm\pm\pm\pm\pm}$  from other institutions will be used in determining total credit hours attempted and earned. Students may request their academic advisors send a copy of the evaluation of transfer credit to the Student Financial Assistance Office in cases where transfer hours accepted by  $\hat{A}_{\pm\pm\pm\pm\pm}$  do not all apply to students' programs. The cumulative GPA will be determined by the registrar using only credit hours attempted at  $\hat{A}_{\pm\pm\pm\pm\pm}$ . Therefore, cumulative GPA deficits can only be made up by taking  $\hat{A}_{\pm\pm\pm\pm\pm}$  course work. Transfer course work accepted into students'  $\hat{A}_{\pm\pm\pm\pm\pm}$  programs may be used to make up completion rate deficits. The minimum transfer grade acceptable for this purpose is a C.

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

**Required Minimum Completion Rate**. Note that financial assistance attempted hours are first-day hours used in determining the student's enrollment status for financial assistance (scholarships, grants, loans, and work study awards). First-day hours are used for all terms even if the

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student did not receive financial assistance in a particular term. At the end of the spring semester, any student who has received financial assistance in the prior year (summer, fall, and spring) will be evaluated according to one of the following completion rate tests.

- a. Less than 24 total hours attempted in summer, fall, and spring combined. Total financial assistance attempted hours (summer, fall, and spring) multiplied by 66 percent equals required minimum number of earned hours for the 12-month period
- b. 24 to 27 total hours attempted in summer, fall, and spring combined. Required minimum is 21 earned hours for the 12-month period
- c. 28 to 31 total hours attempted in summer, fall, and spring combined. Required minimum is 24 earned hours for the 12-month period
- d. 32 or more total hours attempted in summer, fall, and spring combined. Required minimum is 27 earned hours for the 12-month period

Students who fall below the required completion rate will be ineligible for financial assistance after the spring semester. Students may make up a deficiency in earned hours at their own expense and submit a written request for review of eligibility.

**Exceptions to the Completion Rate Rule.** A student who fails to earn academic credit in a term will have aid eligibility suspended at the end of that term. Programs of a year or less in length require an evaluation of completion rate at the end of each term.

**Maximum Time Frame for Completion of Degree or Certificate Requirements.** Indiana State grant programs are limited to four years or eight semesters of full-time enrollment. Federal grant, loan, and Work Study programs are limited to six years or 12 semesters of full-time enrollment, the equivalent part-time enrollment, or any equivalent combination of part-time and full-time enrollment for students pursuing the first baccalaureate degree. Students enrolled in associate degree and certificate programs are limited to 150 percent of the standard program length for financial assistance purposes. All prior enrollment periods are considered including those in which students did not receive federal or state financial assistance. To ensure compliance with these limitations, students enrolled in their first baccalaureate program are limited to 155 earned credits. Associate degree students are limited to 83 earned credits. Exceptions for associate degree programs include: Dental Assisting - 96 hours; Dental Hygiene - 114 hours; Respiratory Therapy-

94 hours; Radiologic Technology - 106 hours; and Nursing - 121 hours. Students enrolled in the Dental Assisting Certificate program are limited to 55 earned credits. Students working on their second undergraduate degree/certificate or teacher certification are limited to 200 earned hours including all previously earned credit hours. Students who reach the maximum earned-hour limit for their particular degree or certificate may request a determination of the number of terms of full-time equivalent attendance. If the maximum term limit has not been reached, the student will be permitted to continue receiving financial assistance until the term limit is reached.

**Additional Information.** Students who have lost their eligibility for financial assistance should continue the annual application process for student financial assistance and observe all deadlines. Eligibility may be reinstated when students comply with policy or receive a waiver as a result of a successful appeal. After students have lost eligibility, they are responsible for submitting an appeal request form that triggers a review of their compliance with policy. It is not automatic. Students may not bank earned hours for future terms. Students may make up deficits at their own expense and may then request a review of financial aid eligibility. Students are responsible for notifying the Student Financial Assistance Office of any change in academic standing including make up of incompletes, grade changes, and acceptance of transfer credit. Students pursuing second degrees may not receive financial assistance unless the second degree is substantially different from the first. The second degree must require a minimum of 30 semester hours in specified major-related courses that are not considered electives or general education (University Core Curriculum). Determination of eligibility will be made by the dean of the school.

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

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

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If student's failure to maintain reasonable academic progress is a result of illness, family circumstances, or other conditions beyond student's control, the student may appeal to the Financial Assistance Appeals Committee for a waiver of this policy. For proper handling, all such appeals must be submitted within 60 days after receiving notice of financial aid ineligibility and documentation by a third party (e.g. doctor, counselor, or attorney) will be required when applicable. Appeals should be sent to the following address:

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

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

**Guidelines for Appeal Letters.** Appeal letters are required for explanation of mitigating circumstances and should be typed. Letters must be signed by the student submitting the appeal. Appeals must be based on specific mitigating circumstances that relate to the period of time in which the student lost eligibility for student financial assistance. Letters should be one page or less in length and should include the student's Social Security number and current mailing address. Documentation should be stapled to the appeal letter and not sent separately.

## Institutional Refund Policy for Financial Aid Recipients

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

The term "Title IV Funds" refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and at [www.finaid.org](#) includes the following programs: unsubsidized FFEL Stafford loans, subsidized FFEL Stafford loans, Federal Perkins loans, FFEL PLUS loans, Federal Pell Grants, and Federal (SEOG) Supplemental Educational Opportunity Grants.

**Withdrawal Date.** A student's withdrawal date is the earlier of:

- the date the student began the institution's withdrawal process (as described in the Undergraduate Academic Information and Policies section of the University bulletin) or officially notified the University's registrar of intent to withdraw; or
- the midpoint of the period for a student who leaves without notifying the institution; or
- the student's last date of attendance at a documented academically-related activity.

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

**Refunds and the Return of Federal Funds.**

- Refunds of tuition, campus service fees, parking fees, and special fees will be prorated on a weekly basis through the fourth week of the semester (eighth day of a summer session). There are no refunds of tuition and fees to students or to non-federal entities after that point in time.
- Refunds of room and board charges will be prorated on a per diem basis through the fourth week of the semester (eighth day of a summer session). There are no refunds of room and board charges to students or to non-federal entities after that point in time. Notes: Residence Life may assess penalties and damage charges that could reduce the amount of the refund. Declining balance food plans are non-refundable.
- Title IV federal aid is earned in a prorated manner on a per diem basis based on the semester calendar up to the 60 percent point in the semester or summer as a

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whole. Title IV federal aid is viewed as 100 percent earned after that point in time. A copy of the worksheet used for this calculation can be requested from the Office of Student Financial Assistance located on the first floor in the Orr Center.

- Students withdrawing before the first official day of classes for a given term will receive a 100 percent refund minus the housing deposit.
- Refunds and adjusted bills will be sent to the student's permanent address following withdrawal.
- There are no refunds for incomplete independent study or distance education courses.
- There are no refunds for enrolled students withdrawing from the room or board plans after the fourth week of the semester (eighth day of a summer session).
- Room and board charges will be adjusted for students enrolled in approved academic off-campus activities such as study abroad, internships, co-op placement, and field placement.

In accordance with federal regulations, when federal financial aid is involved, refunds are allocated in the following order: unsubsidized FFEL Stafford Loans, subsidized FFEL Stafford Loans, Federal Perkins loans, FFEL PLUS loans, Federal Pell Grants, Federal SEOG, other Title IV federal assistance, other federal sources of aid, other state, private and institutional aid, and finally, the student. Note: Generally, all semester charges must have been paid in full at the time of withdrawal for a student to receive a refund.

**University's Responsibilities.** The University's responsibilities in regard to the return of Title IV funds include:

- providing each federal financial aid recipient with the information given in this policy;
- identifying students who are affected by this policy and completing the Return of Title IV Federal Funds calculation for those students; and
- making required returns of Title IV federal funds that are due the Title IV programs.

**Student's Responsibilities.** The student's responsibilities in regard to the return of Title IV funds include:

- notifying the University's registrar of intent to withdraw (must provide proof of identity);
- following the University's prescribed procedures for officially withdrawing from the semester; and
- returning to the Title IV federal programs any funds that were disbursed directly to the student for which the student was determined to be ineligible

**Schedule Changes.** Cash refunds of tuition and instructional fees resulting from a change in enrollment status (for example, from full-time to half-time) will be returned to the financial aid program(s) which originally paid the tuition/fees. Other refunds will be made to the student or other payee through the fourth week of the semester or eighth day of a summer session.

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

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

**Non-Attendance Procedure.** Students who receive financial aid and do not attend classes will be required to promptly repay all funds received. Recipients of student loans will have their lenders notified and all disbursed loan amounts will be due and payable in full within 30 days. Stafford Loans not repaid within 30 days will be declared in default. This default will be reported on the student's credit history and eligibility for further financial aid will be revoked.

**Other Cash Refunds.** The University reserves the right to apply any refund due a student to the repayment of institutional loans.

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

**Appeals.** If you believe that your individual circumstances warrant that your charges or refund should be determined in a manner other than the published policy,

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or you would like examples of the institutional refund policy, contact the Bursar's Office located in the lower level of the Orr Center. Decisions made under this policy may be appealed to the University's Administrative Appeals Committee.

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

# FEES AND EXPENSES

## Contingent, Student Services, and Academic Facilities Fees

During 2000-2001, Indiana residents who are undergraduate students pay a combined contingent, student services, and instructional facilities fee of \$97.25 per semester hour. In-state graduate students pay a total of \$143.25 per semester hour.

At this rate, an undergraduate study load of 16 hours costs \$1,556 each semester. The maximum undergraduate study load of seven credit hours during any summer session costs \$680.75. Special permission is required to exceed this load.

The combined contingent and instructional facilities fees are used to help meet the cost of instruction, construction and maintenance of buildings, and library and laboratory resources. In return for the student services fee, students receive the benefit of student programs and other selected personal and cultural development activities.

NOTE: Registered students must remit payment by the due date on the billing statement. Fees may be paid by using MasterCard, VISA, Discover card, personal check, money order, or cash.

## Non-Resident Fees

Undergraduate students who are not residents of the State of Indiana must pay an additional non-resident fee of \$141 per semester hour. For students enrolled in 16 hours, this amounts to an additional \$2,256 each semester or a total of \$3,812 for a full semester's tuition and fees. Non-resident graduate students pay an additional \$144.25 per semester hour.

NOTE: The Board of Trustees sets fees annually, and it is normal for fees to increase slightly each year. Additionally, the Trustees may establish a new student activities fee in 2001-02 for students who wish to make maximum use of the newly-opened Recreation and Fitness Center and participate in other student activities.

### Schedule of Fees (Effective Fall Semester 2000) Per Semester Credit Hour

NOTE: Fees are set annually and students should expect fees to increase slightly.

<b>Undergraduate</b>	<b>Indiana Resident</b>	<b>Non-Resident</b>
Contingent Fee	\$68.75	\$68.75
Student Services Fee	10.50	10.50
Instructional Facilities Fee	18.00	18.00
Non-Resident Fee		141.00
<b>Total</b>	<b>\$97.25</b>	<b>\$238.25</b>
<b>Graduate</b>		
Contingent Fee	\$114.75	\$114.75
Student Services Fee	10.50	10.50
Instructional Facilities Fee	18.00	18.00
Non-Resident Fee		144.25
<b>Total Fee</b>	<b>\$143.25</b>	<b>\$287.50</b>

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## Special Fees and Refund Policies

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

**Application Fee.** Students submitting an application for graduate and undergraduate studies must remit a \$25 non-refundable application fee.

**Breakage Fee.** A breakage fee is charged in various laboratories for laboratory equipment which is either non-returnable or which is not returned in good condition.

**Campus Services Fee.** The Campus Services Fee funds expenditures in the areas of student publications, the O'Daniel Leadership Academy, and other student development programs. Students who register for eight or more credit hours per fall or spring semester will be charged a \$30 Campus Services Fee. Students who register for more than three and fewer than eight credit hours per fall and spring semester will be charged \$22.75. Students who register for three or fewer hours per fall or spring semester will not be charged a Campus Services Fee. The fee for summer will be \$7.75.

**Change of Schedule Fee.** A student who initiates a change of schedule will pay a fee of \$15.

**Distance Education Fee.** A fee of \$25 per credit hour is assessed to students who are enrolled in distance education courses. Distance Education courses may also have additional fees that are course specific.

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

**Health Services Fee.** The Student Health Center provides students with services typically offered in a primary care setting. The enrollment fee of \$37 per semester covers office visits and certain basic services. The Center also accepts most health insurance programs.

**Laboratory Fees.** Charges ranging from \$20 to \$100 are made to all students who enroll in selected laboratory and studio courses. These charges and courses are identified at each registration period.

**Late Registration Fee.** A fee of \$25 will be assessed to a student who fails to complete registration, including payment of fees on the dates and within the hours specified in the published procedure for registration for any semester or summer term.

**Matriculation Fee.** First-time registrants will be assessed a matriculation fee. This fee will be used to fund expenditures in the areas of student orientation and various other student development programs. A student who enrolls in seven or more credit hours per semester will be charged \$62. A student who enrolls in fewer than seven credit hours per semester will be charged \$31.

**Parking Fee.** A student who parks a vehicle on campus will be assessed a parking fee. Students who register for three or fewer hours per semester will be charged \$5. Students who register for more than three and fewer than eight credit hours per semester will be charged \$10. Students who register for eight or more credit hours per semester will be charged \$15. The fee per summer session will be \$5.

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

**Payment Plan Fee.** Students who choose to use the University Payment Plan are charged a \$30 fee. Students who fail to make a scheduled payment will be assessed a \$25 late payment penalty.

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

**Refund Policy (fall and spring semesters).** Students who drop one or more courses during the first week of a semester will receive a 90 percent refund of fees; during the second week of a semester, an 80 percent refund; during the third week of a semester, a 70 percent refund; and during the fourth week of a semester, a 60 percent refund. No refund will be made for courses dropped thereafter. This policy is applicable to both class schedule changes and withdrawals from the University.

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Refund Policy (summer sessions). Students who drop a course or withdraw from the University on the first or second day of summer session classes will receive a 90 percent refund; on the third or fourth day of classes, an 80 percent refund; on the fifth or sixth day of classes, a 70 percent refund; and on the seventh or eighth day of classes, a 60 percent refund. No refund will be given for dropped courses or withdrawals after the eighth day of summer session classes.



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# UNDERGRADUATE ACADEMIC INFORMATION AND POLICIES

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

## Academic Year

The University's academic year includes two semesters and three five-week summer sessions. The academic calendar is published for each term in the Schedule of Classes.

## Class Load

The normal class load is 15 or 16 hours per semester. In a summer five-week session, the normal load should generally not exceed seven semester hours.

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

A student is considered full time if enrolled for 12 or more hours of prepared course work each semester, and four or more hours in a five-week summer session.

## Student Overload

Students who for any reason find it desirable to carry more than seven hours in a summer session or more than 18 hours during a semester may request this privilege through their advisor.

**Procedure.** A student initiates a request for an overload by obtaining a Student Overload Form from the Office of the Registrar. After securing the advisor's signature the Student Overload Form must be returned to the Office of the Registrar.

## Course Numbers

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

## Class Attendance

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

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

## Administrative Withdrawal for Non-Attendance

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

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## General Student Policies

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

## Classification

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

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

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

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

## Grading System

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

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

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

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

An incomplete grade (IN) may be given only at the end of a term to a student whose work is passing, but who has left unfinished a small amount of work, for example, a final examination, a paper, or a term project which may be completed without further class attendance. The instructor must file with the Office of the Registrar an Incomplete Grade Form describing the work to be completed and indicating a tentative final grade (A

through F, P-NP, S-U) to be assigned if the work is not completed.

The student must act to remove the IN grade within one calendar year. If action is not taken, the IN grade will revert to the tentative final grade (the final grade becomes an F if no tentative grade was assigned). In the event the instructor from whom a student receives an incomplete is not available, the disposition of a case involving an incomplete grade resides with the appropriate dean.

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

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

## Grade Point Average (GPA)

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

Suppose that a student has earned the following grades:

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

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Then the semester average would be 3.2, which is the quotient obtained by dividing forty-eight (48) (the number of quality points) by fifteen (15) (the number of quality hours attempted).

A minimum cumulative GPA of 2.0 is required for graduation.

### Transcripts (academic)

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

#### How to request a transcript

Students request an official academic transcript by: 1) visiting [www.usi.edu/reg](http://www.usi.edu/reg) (requires electronic signature -  $\hat{A}_{\pm\pm}\langle\theta^{\circ}\hat{E}$  security code number/PIN), 2) completing a Transcript Request form and returning it to the Office of the Registrar, or 3) mailing or faxing a letter including current name, name while attending  $\hat{A}_{\pm\pm}\langle\theta^{\circ}\hat{E}$  (if different from current name), Social Security number, address to send transcript, return address (in case of questions/problems with request), and the student's signature.

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

The University can release only official  $\hat{A}_{\pm\pm}\langle\theta^{\circ}\hat{E}$  transcripts. Transcripts from other universities or high schools attended must be requested directly from those institutions.

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

### Enrollment Certification

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

#### How to request an Enrollment Certification

Students request a certification by: 1) visiting [www.usi.edu/reg](http://www.usi.edu/reg) (requires electronic signature -  $\hat{A}_{\pm\pm}\langle\theta^{\circ}\hat{E}$  security code number/PIN), 2) completing the Enrollment Certification form and returning it to the Office of the Registrar, or 3) mailing or faxing a letter including current name, name while attending  $\hat{A}_{\pm\pm}\langle\theta^{\circ}\hat{E}$  (if different than current name), Social Security number, address to send Enrollment Certification, return address (in case of questions/problems with request), and the student's signature. Enrollment Certifications are mailed or may be picked up the next business day following receipt of the request.

### Readmission Procedures

Once enrolled at the University an undergraduate student, who for any reason does not re-enroll in a subsequent fall and/or spring semester, must initiate an Application for Readmission in the Office of the Registrar prior to returning to campus for the next enrollment. Students can complete an Application for Readmission by: 1) visiting [www.usi.edu/reg](http://www.usi.edu/reg) (requires electronic signature -  $\hat{A}_{\pm\pm}\langle\theta^{\circ}\hat{E}$  security code number/PIN), or 2) completing the application and returning it to the Office of the Registrar. Degree-seeking readmission students are required to submit an official grade transcript from each institution attended since last attending  $\hat{A}_{\pm\pm}\langle\theta^{\circ}\hat{E}$ . If a student discontinues enrollment for more than one calendar year, then the student must re-enroll under the current program requirements. A student may petition the department chair for permission to grandfather back to the original program requirements.

### Fresh Start program

The Fresh Start program is designed to benefit former  $\hat{A}_{\pm\pm}\langle\theta^{\circ}\hat{E}$  undergraduate students who are returning to the University after an extended absence and whose previous academic record was unsatisfactory (student was dismissed).

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## Eligibility

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

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

## Program Provisions

Fresh Start acceptance subjects a student to the following provisions:

- $\hat{A}_{\pm\pm\langle\emptyset\rangle\hat{E}}$  courses and grades received taken prior to application to the Fresh Start program will be excluded from cumulative grade point calculation.
- $\hat{A}_{\pm\pm\langle\emptyset\rangle\hat{E}}$  credits from course work with a grade of C or above earned prior to application to the Fresh Start program will be maintained as earned hours. All other credits will be forfeited.
- Grades from all course work taken at  $\hat{A}_{\pm\pm\langle\emptyset\rangle\hat{E}}$  (before and after Fresh Start) will be used in calculating eligibility for membership in honor societies and for calculating commencement and graduation honors.
- Students accepted to the Fresh Start program are subject to the academic requirements and regulations in effect at the time of their readmission. The Fresh Start student must re-declare a major and complete all current academic requirements.
- Students must complete a minimum of 30 semester hours at USI for graduation, required for their degree program, after being accepted to the Fresh Start program.
- The Fresh Start program status will be recorded on the student's academic record.

## Standards of Progress

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

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

GPA 1.6 for 0-31 quality hours attempted  
GPA 1.8 for 32-62 quality hours attempted  
GPA 2.0 for 63+ quality hours attempted

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

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

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

- changes to the schedule of classes chosen during early registration, to ensure pre-requisites and necessary skill levels are in place
- approval by academic advisor of all changes to the schedule of classes
- walk-through registration with the academic advisor rather than by Web or telephone
- limitation to 12 credit hours
- repetition of certain classes
- use of campus resources for academic support.

These advising guidelines seek to provide maximum support and guidance during the critical period of establishing renewed academic good standing.

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

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

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

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

### Academic Grievance

If a student has a possible grievance with a faculty member, the procedures for filing a grievance are outlined in the Student Code of Conduct in the Student's Rights and Responsibilities section in the back of this bulletin.

### Class Schedules

A schedule of University class offerings is prepared for student use for each semester and the summer sessions. The class identification number, time, day, title, course number, semester hours, instructor and room are listed. General information concerning admission, registration, and graduation also is provided.

The Schedule of Classes is available at the Office of the Registrar and [www.usi.edu/schedules.htm](http://www.usi.edu/schedules.htm) prior to each semester or summer session.

### Academic Advisement

**Faculty Academic Advising.** Until a student chooses a major, he/she is assigned to a University Division advisor, a faculty member who will help him/her choose a major, usually during the first four semesters. When a student has chosen an area of specialization, the student is referred to a faculty member who serves as the academic advisor for the student. Data including the student's personal biography, high school rank, and rating on achievement examinations is supplied to the advisor.

The advisor assists the student in planning the use of time in acquiring good study methods, in referring the student to special services on campus as need arises, and in serving as a personal counselor to the student. The advisor, in cooperation with various University agencies, assists the student in selecting successive programs of study. At such times as counseling sessions are needed, the academic advisor will confer with the student regarding progress in relationship to personal levels of learning, and to the academic standards of the University.

**Degree Audit Reporting System .** To assist in the advising function, the Degree Audit Reporting System (DARS) was developed for new degree-seeking students enrolling at the University. The DARS audit outlines specific degree requirements for the student and tracks student progress toward fulfillment of those requirements.

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

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

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

### Schedule Revisions

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

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## Schedule Revisions-Academic Year

1. Prior to the start of the term (100 percent credit):
  - a. After early registration and through the published bill due date, a student may add or drop courses in person at the Office of the Registrar by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Students may also add or drop courses via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Refer to the Schedule of Classes for automated processing information.
  - b. If a student completes the early registration and fee payment process, there is an additional opportunity to make schedule changes on Registered Students Change Day before the semester begins. Only the student's signature is required.
2. During the first week of the term (90 percent credit\*):
  - a. Students may add or drop *full term* courses via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Each time a schedule revision to add a class is initiated, a \$15 fee is charged\*. Refer to the Schedule of Classes for processing information.
  - b. A student may add or drop courses in person at the Office of the Registrar by submitting a Schedule Adjustment form. Only the student's signature is required. Each time a Schedule Adjustment form to add a class is initiated, a \$15 fee is charged\*.
3. Beginning the second week of the term, through the end of the week before final exams (80 percent credit or less\*): Automated schedule changes (Web or telephone) are not available beyond the first week of the term. A student may add or drop courses in person by submitting a Change of Class Schedule form to the Office of the Registrar. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. NOTE: Only in exceptional circumstances will students be allowed to add a course after the first week of the term. Each time a Change of Class Schedule form to add a class is initiated, a \$15 fee is charged\*.

Grading: No grade is recorded for classes dropped prior to the second week of the term. A student who completes a Change of Class Schedule procedure beginning the second week of the term through the ninth week of

the term will receive a W for all courses dropped. A student who completes a Change of Class Schedule procedure during the 10th week of classes through the last day of classes before final exam week will receive the grade W if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student will receive a grade of F. Note: courses meeting less than a complete term have different dates. Contact the Office of the Registrar for these dates.

\*Fees/Refunds: The fees and expenses section of this bulletin details refunds for dropped courses. Fees for added courses or refunds for dropped courses will be billed/refunded by mail at a later date, by the Cashier's Office.

## Schedule Revisions-Summer Sessions

1. Prior to the start of the term (100 percent credit):

After early registration and through the published bill due date, a student may add or drop courses in person at the Office of the Registrar by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Students may also add or drop courses via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Refer to the Schedule of Classes for automated processing information.
2. During the first two days of the term (90 percent credit\*):
  - a. Students may add or drop *full term* courses via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Each time a schedule revision to add a class is initiated, a \$15 fee is charged\*. Refer to the Schedule of Classes for processing information.
  - b. A student may add or drop courses in person at the Office of the Registrar by submitting a Schedule Adjustment form. Only the student's signature is required. Each time a Schedule Adjustment form to add a class is initiated, a \$15 fee is charged\*.
3. Beginning the third day of the term, through the last day of class before the final exam (80 percent credit or less\*): Automated schedule changes (Web or telephone) are not available beyond the first two days of the term. A student may add or drop courses in person by submitting a Change of Class Schedule form to the Office of the Registrar. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and

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the student. NOTE: Only in exceptional circumstances will students be allowed to add a course after the first two days of the term. Each time a Change of Class Schedule form to add a class is initiated, a \$15 fee is charged\*.

**Grading:** No grade is recorded for classes dropped prior to the third day of the term. A student who completes a Change of Class Schedule procedure beginning the third day of the term through the third week of the term will receive a W for all courses dropped. A student who completes a Change of Class Schedule procedure during the fourth week of classes through the last day of classes before the final exam will receive the grade W if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student will receive a grade of F. Note: cross-term courses and courses which meet less than a complete term have different dates. Contact the Office of the Registrar for these dates.

**\*Fees/Refunds:** The fees and expenses section of this bulletin details refunds for dropped courses. Fees for added courses or refunds for dropped courses will be billed/refunded by mail at a later date, by the Cashier's Office.

### Withdrawal from the Semester/Term

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

### Withdrawal from the Semester/Term-Academic Year

1. Prior to the start of the term (100 percent credit):  
After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Until the form is processed by the Office of the Registrar, the student is still registered in the courses. Students may also withdraw via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Refer to the Schedule of Classes for automated processing information.

2. Beginning the first day of the term, through the end of the week before final exams (90 percent credit or less\*): Students may withdraw from the term using a Withdrawal From All Classes form. Only the student's signature is required. The completed form must be returned to the Office of the Registrar for processing. Until all steps in the procedure have been completed, a student is still enrolled in the courses. During the first week of the term only, students may also withdraw via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Automated withdrawals are not available beyond the first week of the term. Refer to the Schedule of Classes for automated processing information.

**Grade Determination.** A student who completes a Withdrawal From the Semester/Term procedure beginning the first day of the term through the ninth week of the term will receive the grade of W for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the 10th week of the term through the last day of classes preceding final exam week will receive the grade of W if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student will receive a grade of F. Note: courses meeting less than a complete term have different dates. Contact the Office of the Registrar for these dates.

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

**\*Fees/Refunds:** The fees and expenses section of this bulletin details refunds made upon withdrawal from the semester/term. Refunds for dropped courses will be refunded by mail at a later date, by the Cashier's Office.

### Withdrawal from the Semester/Term-Summer Sessions

1. Prior to the start of the term (100 percent credit):  
After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a Change to Early Registration

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Schedule form. Only the student's signature is required. Until the form is processed by the Office of the Registrar, the student is still registered in the courses. Students may also withdraw via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Refer to the Schedule of Classes for automated processing information.

2. Beginning the first day of the term, through the last day of classes before the final exam (90 percent credit or less\*): Students may withdraw from the term using a Withdrawal From All Classes form. Only the student's signature is required. The completed form must be returned to the Office of the Registrar for processing. Until all steps in the procedure have been completed, a student is still enrolled in the courses. During the first two days of the term only, students may also withdraw via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Automated withdrawals are not available beyond the first two days of the term. Refer to the Schedule of Classes for automated processing information.

**Grade Determination.** A student who completes a Withdrawal From the Semester/Term procedure beginning the first day of the term through the third week of the term will receive the grade of W for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the fourth week of the term through the last day of classes before the final exam will receive the grade of W if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student will receive a grade of F. Note: cross-term courses and courses which meet less than a complete term have different dates. Contact the Office of the Registrar for these dates.

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

**\*Fees/Refunds:** The fees and expenses section of this bulletin details refunds made upon withdrawal from the semester/term. Refunds for dropped courses will be refunded by mail at a later date, by the Cashier's Office.

### Course Repeat Policy

Any undergraduate course taken at the University may be repeated only once for possible grade point average (GPA) improvement. The second grade earned at  $\bar{A} \pm \pm \ll \emptyset \bar{E}$  will become the grade for the course (even if it is lower) and be used for GPA computation. The first grade received will remain on the transcript but will not be used for GPA computation.

The semester the course was *first taken* determines processing. If first taken prior to the 1998 fall semester, the student must submit a Course Repeat form to the Office of the Registrar to initiate the policy to affect the GPA change. If first taken in 1998 fall or later, the policy will be automatically initiated: the student does not need to submit any paperwork. Refer questions to the Office of the Registrar.

### Student Records

The Office of the Registrar maintains student academic records. Forms for registration - changing a course, repeating a course, changing major, and taking a course as pass/no pass - are submitted to and processed by this office. Students may request a copy of their academic record (transcript) from the registrar. This office also maintains all student demographic data and keeps names and addresses current. According to section 2.10C of the Student Code of Conduct, students must report in writing any name or address changes to the registrar. The office is located on the main level of the Orr Center.

### Pass/No Pass Option

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

#### Limitations

1. Students must have a cumulative grade point average of 2.0 or above to exercise the pass/no pass option. Students whose cumulative grade point average falls below 2.0 may not take a course pass/no pass.
2. Students may take only one course a semester on the pass/no pass option.



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3. Students may take a maximum of four courses on the pass/no pass option.
  4. No course required for the student's major or minor may be taken pass/no pass, nor may the student take as pass/no pass any prerequisite courses or supportive courses required for his major or minor.
  5. No courses taken pass/no pass may apply to pre-1995 General Education requirements or University Core Curriculum requirements.
  6. Any course taken under the pass/no pass option, which may become a major or minor requirement because of a change of major, minor, or school may be counted at the discretion of the dean toward requirements for the academic major and/or minor. Limitations 1, 2, 3, and 5 may not be waived.
  7. Under the pass/no pass option, a grade of P (Pass) is equivalent to a letter grade of D or above; a grade of NP (No Pass) is equivalent to an F.
  8. A grade of P gives credit for the course, but does not affect the current or cumulative grade point average. A grade of NP gives no credit for the course and does not affect the current or cumulative grade point average.

#### Procedures

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

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

#### Change of Academic Program (Major/Minor)

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

Procedure. The student obtains a Change of Academic Program form from the Office of the Registrar and secures the signature of the dean of the new major. The student returns the form to the Office of the Registrar.

#### Final Exam Schedule

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

#### Grade Report

At the end of each semester and summer session for which a student is enrolled, a grade report is provided, which is a record of courses enrolled, letter grades earned, semester grade point average, and cumulative grade point average. Also indicated on the printed form are special instructions or information concerning the student's enrollment status for the subsequent term.

#### The Honors List

At the end of each semester, the Office of the Vice President for Academic Affairs publishes a list of students recognized for achievement in academic index. A student receiving letter grades of computable point value (S/U and P/N graded courses do not apply) in 12 or more semester hours with a semester grade point average between 3.50 to 4.00 appears on the Honors List. A special notation of "Honors List" is printed on the academic transcript following each semester/term this honor is achieved.

#### Audit Students

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

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

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## Student Assessment

In order for the University to evaluate and improve its academic programs, periodic measures of student intellectual growth and student perception must be obtained. As a requirement for graduation from the University, every student shall be required to participate in periodic evaluative procedures, which may include examinations in general education and the major field of study. These examinations include, but are not limited to, the ETS Academic Profile, the Core Curriculum Assessment Survey, and the ETS Major Field Test. The information obtained from these measures will be one of the means by which the University improves the quality of the educational experience for all students, and, where appropriate, may be used in academic advising. Students will be given the opportunity to receive their exam results.

## Current Status of Student

### Right-to-Know Act

The federal government is required by the federal government to make available to current and prospective students reports containing the completion or graduation rate and, separately, the transfer-out rate (for the transfers-out that are known to the institution) for full-time, first-time, degree- or certificate-seeking undergraduates. The first report, containing information for students who entered the institution in the 1996-97 academic year must be available by January 1, 2003 for institutions. Students are counted as graduates or as transfers-out if they completed or graduated or if they transferred-out within 150 percent of the normal time for completion or graduation from their programs by August 31, 2002.

## GRADUATION

### Undergraduate degrees offered

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

### Bachelor of Arts Foreign Language Requirement

Foreign language is a requirement for the Bachelor of Arts degree. The foreign language requirement recognizes the desirability of attaining a certain degree of acquaintance with a language other than one's own. A

student must complete 12 hours of college-level study, or the equivalent. Equivalency must include proficiency through the appropriate 200-level course in a single foreign language. A student may demonstrate a level of proficiency in a language by taking a college placement examination which may fulfill partially the foreign language requirement for the Bachelor of Arts degree.

### General Requirements for Graduation

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

- A student must have a minimum of 124 semester hours of credit for a baccalaureate degree. Some curricula or combination of fields require more. If all specified requirements are completed with fewer than 124 semester hours, a student must elect sufficient work to total at least 124 hours.
- A student must have a minimum of 64 semester hours of credit for an associate degree. Some curricula or combination of fields requires more. If all specified requirements are completed with fewer than 64 semester hours, a student must elect sufficient work to total at least 64 hours.
- All students who began seeking a degree in the 1996 fall semester or after must complete a minimum of 39 semester hours at the 300-level or above to complete a baccalaureate degree.
- A student must complete the minimum University Core Curriculum program. Specific requirements for the University Core Curriculum component of each degree program are noted in the sections of this bulletin describing each of the academic programs.
- A student must have a 2.0 (C) minimum grade point average on all University courses counted for graduation requirements. Some curricula, such as teacher education programs, require a higher grade point average.
- Incomplete grades should be removed at least six weeks before the end of the term of graduation, if the courses are to be counted toward graduation requirements.
- Course requirements for graduation in the student's degree program(s) may be those in effect at the time of matriculation into the program or at graduation, but not a combination of both.
- A student must earn a minimum of 30 semester hours of credit toward a baccalaureate, and 18 semester hours of credit toward an associate degree from the University. The last five semester hours immediately preceding graduation must be completed in residence.

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### Application for Graduation

Candidates for graduation should file with the Office of the Registrar a Formal Application for Graduation and a Diploma Form no later than the third week of the semester preceding their final semester before May commencement. The Application for Graduation and Diploma Form may be obtained at the Office of the Dean of the candidate's major.

### Honors

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

Commencement honors (for purposes of printing the commencement program) are determined by using the cumulative grade point average at the end of the fall semester preceding each May commencement.

Graduation honors are determined by using the cumulative grade point average of the final term when graduation requirements are completed and therefore may differ from commencement honors for those students completing degree requirements in the spring or summer terms.

### University Requirements for Graduation Honors

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

- Complete a minimum of 30 semester hours at the University in which letter grades of computable point value were received.
- Have a minimum cumulative grade point average of 3.6 on all courses attempted at the University.
- Have a minimum cumulative grade point average of 3.6 on all academic work attempted from all institutions attended.

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

### Second Baccalaureate Degree

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

### Office of Veteran Affairs

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

Students wishing to have their military training, workshops, and experience evaluated for possible university credit must bring an original/certified copy of their DD214 to this office. This is also the University contact office for "Operation: Expanded Horizons," a statewide effort to recruit recently discharged military servicepersons to higher education.

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## STUDENT LIFE

Emphasis at the University is on learning, including the learning which continues beyond the classroom and laboratory. A wide variety of organizations and activities, plus numerous cultural opportunities, contribute to the total education of a student. More than 90 student organizations provide co-curricular and extra-curricular activities including special-interest groups, career organizations, student government, sororities and fraternities, music and drama groups, and the Activities Programming Board.

The Student Government Association (SGA) is committed to continuous improvement of higher education within the University by protecting student rights and providing a forum for the expression of student views and interests. The organization maintains relationships between students, the University, and the community. SGA is made up of three branches - executive, legislative, and judicial. The executive officers and legislators are elected annually by the student body through a general election as determined by the SGA bylaws. University Court justices are appointed by the president as determined by available seats through graduation, resignation, impeachment, or attrition. The General Assembly is the formal business meeting of the USI Student Government Association, where all three branches of the organization meet. All students, by virtue of their registration at the University of Southern Indiana, are members of SGA.

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

Ultimately, a student will develop and refine a personal leadership philosophy which can be a guide long after college. The coordinator of the Leadership Academy states, "Many people think they need to be elected in order to become a leader, assuming that leadership involves a formal role. This is not true. We all have within us the ability to be a leader, and many of us are, without realizing it. The Leadership Academy challenges and empowers students to become aware of their leader-

ship skills and helps them feel confident in their ability to lead and make changes." For more information about Academy programs or to register for programs, visit the Web site at [www.usi.edu/leadership](http://www.usi.edu/leadership).

The Activities Programming Board (APB), composed of five major committees, is responsible for programming student activities for the campus community. Screaming Eagle Thursdays, films, lectures, fall formal, Chill Out, and Homecoming are just a few events open to all University students, faculty, staff, and guests and coordinated by APB. For more information on APB's activities or how to become a member, visit the Web site at [www.usi.edu/sdv/apb.htm](http://www.usi.edu/sdv/apb.htm).

The Multicultural Center promotes an appreciation for multiculturalism within the University community. The center works in conjunction with other departments of the University to support retention and persistence of under-represented students. The retention of students is helped by the University's ability to provide physical and emotional environments in which students can live, study, work, and play safely. Programs are designed to enhance the integration of under-represented students into mainstream campus life and build an awareness of the under-represented groups and diversity they offer to campus.

The newsletter, *Multicultural Connection*, is published annually and includes community activities and personal and adjustment suggestions.

The University acknowledges and welcomes diversity of cultures within its community and believes varied cultural backgrounds are a source of enrichment and strength.

The Panhellenic Council is the local governing body of the women's social fraternities and oversees rush, scholarship, service, philanthropic activities, and program offerings.

The Inter-Fraternity Council acts as the representative central government of the men's social fraternities and oversees rush, scholarship, service, and philanthropic activities.

Student Publications provide opportunities for students who wish to become involved in some phase of campus publications as writers, designers, photographers, and sales staff. The student newspaper, *The Shield*, is pub-

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lished weekly. Interested students are encouraged to contribute to the success of *The Shield*. Students from all disciplines are welcome.

WSWI, a non-commercial radio station, is owned and operated by the University. Found at 820 on the AM dial, its format is modern rock, as well as news. Students from all disciplines are welcome to be a part of WSWI's programming. Positions are available for disc jockey, news writing and reporting, sports broadcasting, marketing, promotion, and underwriting. The station's signal is carried on channel 12 in student housing, as well as over the Internet at [www.usi.edu/wswi](http://www.usi.edu/wswi).

#### Intramural Program

The Intramural and Recreational Sports Program is designed to benefit all students. It provides wellness programs and competition suitable to each student regardless of physical capabilities and also provides opportunities for self-expression and personal satisfaction. Through participation in the program a student has an opportunity to enrich social relationships, develop an interest in sports, and work toward physical and mental betterment.

#### Recreation and Fitness Center

The Recreation and Fitness Center opened in 2001 and is available to all currently-enrolled students and full-and part-time employees. The Recreation and Fitness Center offers a variety of programs to meet student and employee needs through fitness consultations, facility orientations, group exercise classes, various health screenings and seminars, incentive programs, and other activities leading to a healthy lifestyle. For hours of operation or more information call 812/422-8901.

#### Student Housing

The Department of Residence Life provides quality accommodations for approximately 2,800 students. Accommodations include one- and two-bedroom furnished apartments with full-size kitchens, as well as two-bedroom, two-bath residence hall suites. Apartments for students 21 years of age or older, married students, and single-parent families are available at the Golden Tower Apartments located approximately four miles east of the main campus.

University housing includes many amenities, such as full-size kitchens, expanded cable service, local phone service, fully-furnished apartments, shuttle service to campus, air conditioning, computer labs, laundry facilities, a convenience store, utilities included, on-site secu-

urity, and on-site staff supervision. Many apartments and the residence halls include data connections for personal computers.

Please call the Residence Life Office at 812/468-2000 for details.

#### Counseling

The Counseling Center addresses student development needs by offering personal counseling, substance abuse services, and academic/career counseling. The goal of counseling services is to help students function more effectively in the educational environment by assisting in overall personal development. Aspects of this development include facilitation of emotional growth, improvement of interpersonal skills, adjustment to college life, and exploration of options to aid in the resolution of personal issues. Interventions range from personal counseling, peer counseling, and assessment services, to referral to community support groups and agencies and periodic presentations and workshops.

Students may call the Counseling Center at 812/464-1867 or stop by the office in the Orr Center Room 1022 to make an appointment. All counseling relationships are confidential.

#### Student Wellness

The Student Wellness Office offers a variety of programs and services in an effort to inform, support, and train the student body on issues related to health and wellness, promoting a framework for informed decisions related to disease prevention, quality of life, and lifestyles. Student Wellness information racks and pamphlets on health-related topics are conveniently located on campus. The racks have slots for suggestions and questions.

Archibald Eagle's Food Closet, an emergency food supply for students, is located in the University Center. Contact the Student Wellness Office for information.

The office is open from 8 a.m. until 4:30 p.m. and is located in the Wright Building in the O'Daniel housing complex. The telephone number is 812/464-1807.

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### Student Health Center

The Student Health Center, in cooperation with Deaconess Hospital, serves the USI student population. Healthcare services are available on a per-visit charge or by paying an enrollment fee each semester which entitles students to unlimited office visits for acute and minor medical care. Services include, but are not limited to, acute care, minor care, immunizations, injections (including flu and allergy shots), prescriptions, laboratory testing, contraception counseling and referral, and STD diagnosis and treatment. Students may enroll in the plan at any time during the academic year. For enrollment information, contact the Student Health Center at 465-1250. Students who voluntarily enroll in the Office Visit Plan (OVP) are automatically re-enrolled and billed each semester they are continuously enrolled at USI.

Some students who live in University housing will be automatically enrolled in the OVP. The determining factor for this automatic enrollment is the student's number of earned hours of academic credit. The enrollment fee is included with the bill for tuition and fees each semester the student is continually enrolled at USI.

Students who have voluntarily enrolled in the OVP may request to be removed from the plan by submitting a request in writing to the Student Health Center by the end of the fourth week of fall or spring semester classes.

### Religious Life

Religious Life offers a variety of services for students, faculty, and staff. Individual advising and guidance, religious direction, and worship opportunities are offered throughout the year. The Religious Life staff serves as a resource for information and offers opportunities for commuter and residential students to be actively involved in the life of the University community. There are many student religious groups on campus, and students are encouraged to join a group that can assist them in their personal growth. In addition, the staff assists in connecting students with local faith communities while they are away from their home faith families. For further information, e-mail the director of Religious Life at [choehn@usi.edu](mailto:choehn@usi.edu) or check us out on the Web at [www.usi.edu/ministry/index.asp](http://www.usi.edu/ministry/index.asp). Religious Life is located in the O'Daniel Apartments, Wright Building. The phone numbers are 812/464-1871 and 465-7095. The fax number is 812/464-1810.

### Dining Facilities

The University dining facilities are operated by Sodexo Marriott Dining Services. Dining options are offered in the Eagles Nest snack bar and Sub Connection on the main floor of the University Center and The Loft, on the upper level of the University Center. In addition, the University operates a convenience store, Eagle Express, located near the O'Daniel Apartments. Catering services are available for meetings, programs, and events. For additional information on meal plans, catering services, or employment opportunities, please contact the Food Service office, UC 142, or call 812/464-1859.

### Disability Support Services

The Disability Support Services program is provided to help students overcome or compensate for obstacles related to a physical, emotional, or learning disability. Some of the resources available to students include a reader/taping service, a test accommodation service, the Academic Skills Center/peer tutoring labs, individual tutors, sign language interpreter services, note taker supplies, and literature and personal assistance. Staff assist faculty by distributing information through group educational presentations and individual consultations, and by coordinating with other offices to ensure provision of reasonable and appropriate accommodations to students with disabilities.

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

To facilitate the availability of staff and funds, students must register with the Disability Support Services program in the Counseling Center, Orr Center Room 1022, at least 60 days prior to date needed, and must complete an evaluation process. TTY/TTD 465-7072.

### Evening Student Services

The offices of Admission, Student Financial Assistance, Registrar, and Career Services and Placement are open until 6 p.m. Monday through Thursday to provide services for evening students. Academic advisors are also available until 6 p.m. Monday-Thursday, when classes are in session. They may be contacted at the University Division Office in the Orr Center. The University Center Information Desk is open until 11 p.m. Students who need to see specific faculty or staff members during evening hours should make appointments to do so.

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# STUDENT POLICIES

## Family Educational Rights and Privacy Act

### Notice of student rights

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

1. *The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.*

Students should submit to the registrar, dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. *The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.*

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.*

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as

an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

### Directory Information

The following information may be made available to the public unless a student restricts its release by written notice. An Information Release Restriction Request form is available in the Office of the Registrar. Release restrictions are effective for one semester. Restriction notices must be filed each semester.

- A. The following information may be published by the University: name, local address, telephone number, and e-mail address, unless a release restriction is on file with the Office of the Registrar during the first three weeks of each fall semester.
- B. When appropriate, the following information also may be made public by the University through printed programs, news releases of awards, etc.: date and place of birth, home address, marital status, majors and minors, degrees, awards received, dates of attendance, most recent educational institution attended, names of parents, participation in officially recognized activities or sports, weight and height of members of athletic teams, classification, enrollment status.

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

### General Behavior of Students

Students are expected to be familiar with the University's policies and procedures. The University is committed to establishing whatever policies are necessary to carry out its educational mission and processes. The University reserves the right to take disciplinary action with any student who violates the regulations of the University or the public laws. Procedures establishing due process disciplinary action have been established and are in effect.

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These procedures are outlined in the University of Southern Indiana Student Rights and Responsibilities published in this bulletin.

### Falsification of Records

Falsification of records and/or misrepresentation of facts on University forms and documents—application forms data sheets, Eagle Access cards, fee receipts—may result in disciplinary action and/or cancellation of registration.

### Plagiarism

Plagiarism is literary burglary. At its worst it involves an outright intent to deceive, to pass off another's work as a student's own. When someone borrows another writer's words, ideas, or sequence of ideas, the borrower must acknowledge the borrowing, with an attribution and in-text citation. The only exceptions are information in the public domain (ex. Columbus discovered America in 1492. Oranges grow on trees.) and opinions within anyone's range (ex. Hamlet is a great play.). Failure to acknowledge another writer's work is plagiarism, and plagiarism is a crime. Some examples of plagiarism are: repeating another's work word for word; putting another's idea in someone's own words and claiming this information as original ideas by failing to identify the source in an in-text citation; or borrowing other facts, statistics, or illustrative material without giving such credit. Even the products of electronic and photographic media and art works must be credited.

The University considers plagiarism a form of academic dishonesty, and proof of plagiarism may subject a student or student organization to disciplinary action as outlined in the "Student Rights and Responsibilities."

### Policy on Alcoholic Beverages and Illegal Drugs

The University of Southern Indiana prohibits the illegal manufacture, possession, use, and/or distribution of drugs and alcohol by students, employees, and visitors on University-owned or leased property or as a part of any university "activity" as that term is defined by the University.

The University expects the cooperation and commitment of all students and employees in maintaining an environment free of illicit drugs and illegal use of alcohol. Students and other campus constituents are deemed to be adults responsible for their own behavior and are expected to obey the law and University rules regarding drugs and alcohol.

If campus policy is violated by a student, the events will be reviewed by the Office of the Dean of Students. The severity of a violation, the degree and circumstance of a student's involvement, and the student's conduct record and academic progress will be evaluated. Infractions will result in University sanctions such as suspension and/or expulsion from the University, suspension from housing, conduct probation, conduct warning, community service, and/or referral to a prescribed counseling program. Records of drug and alcohol violations are maintained for three years following the academic year of violation.

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

### Explosives, Weapons, and Fireworks

The President of the United States in October of 1970 signed into law a crime control bill which makes campus bombings a federal crime. The law allows "the full force of the FBI" to move in to investigate bombing attacks instead of waiting for a request from University authorities. The law also makes it a federal offense to transmit false bomb threats and restricts the sale and possession of explosives. Possession, use, or sale of explosives, fireworks, and firearms (or other lethal weapons) by a student on any University property is prohibited. A student who violates regulations regarding explosives, weapons, and fireworks is subject to disciplinary action by the University. This action may be taken in addition to any civil action.

### Policy on Sales and Solicitations

Sales and solicitations may be made only by an officially-registered campus organization and only if they are for the general benefit of the University and/or the community. With the authorization of the president, permission must be granted by the dean of students or a designate. Application for approval for sales and solicitations events may be initiated in the events coordinator's office. Solicitation at athletic events must have prior approval of the Athletics director. Solicitation is limited to three days in a 30-day period (and not more than twice a semester). The "Student Rights and Responsibilities" and the "Foundation" do not recognize fund-raising efforts using games of chance, such as raffles, door prizes, half-pots, or bingos as methods for raising charitable funds. Neither the University nor the "Foundation" is a qualified organization licensed by the Indiana Department of Revenue, Charity Gaming Division, to



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conduct such activities. Student groups and University support groups are encouraged to solicit funds in other ways. For additional information, contact the director of Development. Authorization to sell on campus does not constitute an endorsement by the University of either the product sold or the service rendered.

Soliciting groups are expected to adhere to the following regulations:

- The use of sound equipment (TV, stereos, amplifiers, public address system) is restricted; permission to use such must be obtained from the events coordinator.
- Groups must display a printed sign no smaller than 18" x 24" signifying the name of the organization hosting the sale or solicitation.
- For-profit entities must have a retail sales permit available at the scheduled activity.
- A currently enrolled student representing the sponsoring group or organization must be present at all times.

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

Failure to comply with the above policy could result in the loss of solicitation privileges and possible referral to the student judicial process.

### Motor Vehicle Policy

A student who drives a vehicle on campus must have a parking hang tag, to be displayed on the rearview mirror at all times the vehicle is parked on campus or in housing. Cars not displaying a tag will be assessed a \$5 fine.

Each student is issued one parking tag. It is a student's responsibility to transfer the tag among any vehicles driven on campus. Tags are not transferable to other individuals. Unused tags should be returned to the Eagle Access Card Office (EACO) in the University Center. If you drive a vehicle on campus you will be assessed a parking fee for each semester according to the number of hours in which you are enrolled: \$15 for eight or more hours; \$10 for four to seven hours; \$5 for one to three

hours. This fee will be added to each semester's tuition bill. If you will not have a vehicle on campus, write "No Parking" on the bill and return it to the Cashier's Office. If you need a tag in the future, you may pay the fee at the Cashier's window on the lower level of the Orr Center and pick up the tag at the EACO.

Commuter students may park on campus at any time with a blue campus tag or a Golden Tower Apartments tag. Housing residents : ONLY those vehicles displaying a housing hang tag will be allowed to park in designated housing spaces. All vehicles having no tag or a campus tag will be required to park in housing's visitor parking. Unauthorized parking will be ticketed. Students who live on campus and who park a vehicle in housing will be issued a color-coded housing hang tag identifying the area to park. Only those housing residents who live in McDonald East with a street address on University Court or Varsity Drive, Golden Tower Apartments, Newman Hall, Governors Hall, and O'Bannon Hall will be allowed to park on campus between the hours of 7 a.m. and 2 p.m. Monday through Friday.

Handicapped parking stickers will continue to be honored in all University parking lots. If you display a disabled parking tag or license plate, also display the University hang tag.

Lost or stolen parking tags should be reported immediately to the Office of Safety and Security at 812/464-1845. There is a \$10 replacement fee for a lost tag.

### Eagle Access Card for Students

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

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

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A student who misuses and/or alters a student Eagle Access card, or who fails to present the card at the request of a University official, is subject to disciplinary action.

## NOTICE

All students entering the University for the first time and/or living in University housing must meet the immunization requirements of the University and Public Law 192 enacted by the 1993 Indiana General Assembly.

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

- two measles, one mumps, and one rubella (2 MMR vaccines acceptable; first MMR must be given *after 1967 and not before first birthday*), or a physician's written statement of immunity to measles and mumps due to having had the infection;
- tetanus/diphtheria (Td booster) within past 10 years;
- tuberculin skin test (Mantoux only) prior to the start of the first semester at *USI*, within six months for American citizens and six weeks for international students; must be read within 48-72 hours of administration; need signature of doctor or nurse reading results.

For further information or for questions, contact the Student Health Center. The documentation must be mailed, delivered, or faxed to the *USI* Student Wellness Office prior to the start of your first semester at *USI*.

## Health Insurance Requirements for International Students

All international students (F-1 or J-1 visa holders and J-1 dependents) are required to have adequate health insurance while enrolled at the University of Southern Indiana. The University health insurance program offers comprehensive coverage designed for international students. You will be billed approximately \$650 for the cost of this program at the beginning of the academic year, for coverage from August 1 to July 31.

The *USI* health insurance coverage may be waived if you already have adequate health insurance. You must provide an insurance certificate or other documentation in English, showing that your health insurance meets the minimum requirements.

Minimum coverage must provide:

- medical benefits of at least \$50,000 per accident or illness;
- repatriation of remains in the amount of \$7,500;
- expenses associated with medical evacuation to student's home country in the amount of \$10,000;
- a deductible (the amount you pay) not to exceed \$500 per accident or illness;
- coverage for August-July (for students beginning in fall) or January-July (for students beginning in spring);
- the insurance policy must be underwritten by an insurance corporation having an A.M. Best rating of A- or above, or the endorsement of the student's government.

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

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# THE UNIVERSITY HONORS PROGRAM

The ultimate mission of the University of Southern Indiana is to provide opportunities for students to achieve maximal learning and growth. In its quest for this excellence, the University recognizes and nurtures the unique and diverse talents and abilities of all of its students as they attempt to realize their full potential. The Honors Program at USI is designed to offer expanded opportunities for those students who show promise of outstanding academic achievement. Participation in the program exposes students to a wider range of intellectual and academic experience, provides enriching extracurricular activities, promotes rewarding interaction between students and honors faculty, and gives students the opportunity to form lasting friendships with other students committed to academic excellence. As a result of their special college experience, Honors students have a distinct advantage in their future pursuits, whether they go on to graduate or professional school or go directly into their chosen professions. The designation of University Honors Scholar is awarded to those students who successfully complete the honors curriculum, a distinction which is noted on both the diploma and the official transcript.

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

Students who have earned SAT scores of 1200 or ACT composites of 27 or higher are immediately accepted into the Honors Program. Other interested students are encouraged to apply. Evaluations of these students are made on the basis of cumulative grade point average, class rank, academic background, and extracurricular activities. Students who have completed a minimum of 15 semester hours at USI or elsewhere with a cumulative 3.25 grade-point average may apply as space permits.

To receive an Honors diploma, students must complete their undergraduate work with a cumulative 3.25 grade point average or above and complete a minimum of 21 hours of honors credit with grades of A or B – including a one-hour freshman colloquium and an honors component to their regular three-hour senior-level synthesis course.

Some departments offer majors the further opportunity to combine program honors with departmental honors. The course requirements for departmental honors are specific to each major department which offers this option. With the exception of "H" designated courses specified by the program, however, students may not count more than two 300- or 400-level courses from any one department toward the honors diploma. Students may choose to complete both program and departmental honors by arrangement with the professor, the department chairperson, and the director of Honors. These students will receive a diploma that documents their accomplishment as a University Honors Scholar and designates their graduation with Distinction in the Major.

Honors students have the added opportunity of living in Honors Housing and making use of an Honors common room, which is used for many activities such as study, informal meetings, classes, and programs the students themselves plan. Participating in Honors Housing, especially during the freshman year, also facilitates the very helpful mentoring program sponsored by the Student Honors Council.

As an ongoing service, Honors students are provided with assistance in identifying and applying for scholarships and awards. All students who become involved in the scholarship process benefit and significantly broaden their overall achievement, and those who do win one of these scholarships find it to be a rewarding and life-changing experience. Students also are encouraged to participate in international studies, field study, sponsored undergraduate research, and in the *National Collegiate Honors Council* (NCHC) Honors Semesters.

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## INTERCOLLEGIATE ATHLETICS

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

The University is a member of the NCAA and the Great Lakes Valley Conference. Thirteen intercollegiate athletic teams participate in competition at the NCAA Division II level. There are seven women's teams (basketball, cross country, golf, soccer, softball, tennis, and volleyball) and six men's teams (baseball, basketball, cross country, golf, soccer, and tennis). The intercollegiate athletic program gives student athletes an opportunity to use their talents while pursuing their studies. Scholarships are available to student athletes in all 13 sports offered at the University.

Currently, 10 other teams compete in the Great Lakes Valley Conference along with the University of Southern Indiana: Bellarmine University, Kentucky Wesleyan College, Lewis University, Northern Kentucky University, Quincy University, Saint Joseph's College, Southern Illinois University-Edwardsville, University of Indianapolis, University of Missouri-St. Louis, and University of Wisconsin-Parkside.

In 1995, the University won the NCAA Division II Men's Basketball National Championship, while the women's team was the national finalist in 1997.

In the conference, the University has finished second in the GLVC All-Sports Trophy standings four of the last five seasons. Eight sports sponsored at the University also have won the conference championship and/or made a NCAA Tournament appearance within the last three years (men's and women's basketball, men's and women's cross country, softball, men's golf, women's soccer, and men's tennis).

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

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# THE UNIVERSITY CORE CURRICULUM

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

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

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

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

Since the University Core Curriculum has a diversity of aims, no single course addresses all of them. But two goals that do pervade the entire program are critical thinking and information processing.

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

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

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|-----|--|----------------------|
| A.  | The Mind: Enhancement of Cognitive Abilities<br>(12-13 hours)  |                      |
| A1. | Composition/Speech<br>Eng 101<br>Eng 201 or 301 or Hons 201<br>Spch 101 or 107   | 9 hours              |
| A2. | Mathematics<br>Proficiency exam administered by Math Department or<br>Math 108, 111, 115, 122, 204, 215, 230, 330, 335   | 3-4 hours            |
| B.  | The Self: Enhancement of Individual Development<br>(8 hours)   |                      |
| B1. | Ethics<br>Eng 222<br>Phil 200, 201, 363  | 3 hours              |
| B2. | The Arts<br>Art 201, 353, 354, Eng 105, 251, 252, 261, 262, 285, 286,<br>302, 330, 382, 383 Mus 202, Spch 203, Thtr 121  | 3 hours              |
| B3. | Health/Fitness<br>Ped 186 or 281 or Biol 276 or Nutr376 or Ot310 AND<br>One Ped Activities Course (100-level) or Ped 295 | 2 hours (see Note 1) |

- C. The World: Enhancement of Cultural and Natural Awareness  
(26-27 hours)
- C1. History 3 hours  
Hist 101, 102, 111, 112, 130, 140, 281, 282, 301, 302, 303, 304, 305, 306, 307, 308, 311, 315, 341, 342, 343, 344, 345, 346, 347, 348, 349, 351, 354, 364, 371, 372, 381, 382, 419, 439
- C2. Individual Development/  
Social Behavior 6 hours  
Anth 101, 261  
Econ 175, 208, 209  
Educ 302  
Eng 330  
Pols 101, 102  
Psy 201  
Soc 121, 225, 231, 235, 251, 261
- C3. Science (L = lab course) 8-9 hours (at least one lab)  
Bio 105(L), 121 AND 122(L), 141 (L), 151(L), 152(L), 208(L), 251, 276, 282, 285  
Chem 103 OR 107(L), 141(L), 261(L), 262(L)  
Geog 112, 215  
Geol 101, 115, 131, 161(L), 162(L)  
Met 321  
Phys 101, 175(L), 176(L), 205(L), 206(L), 207, 208, 271(L), 401
- C4. Western Culture 6 hours  
One Humanities course from each row following:  
Hum 211, 221, 231, 241  
Hum 212, 222, 232, 242  
OR  
German, French, or Spanish 203 AND 204
- C5. Global Communities 3 hours  
Anth 251, 253, 255, 262, Art 253, Biol 251, Econ 241, Eng 386, Foreign Language 102, Geog 330, Hist 365, HP 435, 492, Pols 271
- D. The Synthesis: Integration and Application of Knowledge (3 hours)  
Biol 481, Chem 418/499, Dthy 401, Educ 448, 458, Geol 481, HP 498, Liba 497, Mngt 452, Math 492, Nurs 467, OT 480, PED 492, Phys 401, Socw 402, Tech 471

TOTAL MINIMUM REQUIRED HOURS: 50

NOTES:

1. Some courses may carry more credit hours than those required for a given category.
2. Students may use up to six hours of applicable course work from their major disciplines for appropriate University Core credit, provided the courses in question appear on the University Core list.
3. Students may use the same course to fulfill more than one University Core requirement as long as their total UCC program adds up to at least 50 hours. Additional courses to meet the 50-hour minimum may be selected from any University Core category.
4. Associate degree programs include approximately one half of the 50-hour University Core requirement for the baccalaureate degree. Specific requirements for the associate degree programs appear under the description for each program in this bulletin.

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# ACADEMIC PROGRAMS

## Graduate Degree Programs

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

## Graduate Academic Fields

### School of Business

- Accountancy
- Business Administration

### Bower-Suhrheinrich School of Education and Human Services

- Elementary Education • Secondary Education
- Social Work

### School of Liberal Arts

- Liberal Studies (Interdisciplinary with Pott School of Science and Engineering Technology)

### School of Nursing and Health Professions

- Acute Care Nurse Practitioner • Clinical Nurse Specialist • Family Nurse Practitioner • Nursing Administration • Nursing Education

### Pott School of Science and Engineering Technology

- Industrial Management

## Post-Baccalaureate Certificate Programs

### School of Business

- Computer Information Systems
- Professional Accountancy

### School of Nursing and Health Professions

- Health Professions Education
- Health Professions Management

## Undergraduate Degree Programs

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

## Baccalaureate Majors

### School of Business

- Accounting • Applied Computer Science • Business Administration (students may concentrate in the following areas of interest: Accounting, Computer Information Systems, Entrepreneurship/Small Business, Finance/Economics, Management, Marketing, or Office Information Systems) • Business Education • Computer Information Systems • Economics • Finance • Management • Marketing

### Bower-Suhrheinrich School of Education and Human Services

- Elementary Education (includes Coaching, Computers, Junior High/Middle School, and Kindergarten endorsements) • Exercise Science • Physical Education • Senior High/Junior High/Middle School Education (grades 5-12) - certification is available for most majors • Social Work

### Division of Extended Services

#### General Studies

### School of Liberal Arts

- Advertising/Public Relations • Art • Computer Publishing/Journalism • English • French • German • History • Interpersonal-Organizational Communications • Philosophy • Political Science • Psychology • Radio-Television • Sociology (concentration in Criminal Justice is available) • Spanish • Theatre Arts

### School of Nursing and Health Professions

- Dental Hygiene Education • Health Occupations Education • Health Services • Nursing • Occupational Therapy • Radiologic and Imaging Sciences

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Pott School of Science and Engineering Technology  
• Biology • Biophysics • Chemistry • Civil Engineering  
Technology • Electrical Engineering Technology •  
Geology • Industrial Supervision • Mathematics •  
Mechanical Engineering Technology

## Minor Programs

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

- Advertising Communications
- Computer Information Systems
- Computer Publishing and Telecommunicating
- Computer Science
- Environmental Biology
- Exceptional Needs: Mild Intervention
- Finance
- Geochemistry
- Geography
- Geophysics
- Gerontology
- Health Services
- Interpersonal and Organizational Communication
- Journalism
- Language Arts
- Library Services
- Nutrition
- Physics
- Public Health
- Public Relations
- Radio and Television
- Reading
- Recreation
- Theatre

## Associate Majors

School of Business  
• Administrative Support Systems • Business  
• Computer Information Systems

Bower-Suhrheinrich School of Education  
and Human Services  
• Early Childhood Education

School of Liberal Arts  
• Communications • Social Science

School of Nursing and Health Professions  
• Dental Assisting • Dental Hygiene • Nursing  
• Occupational Therapy Assisting • Radiologic  
Technology • Respiratory Therapy

## Pre-Professional Curricula

- Pre-Chiropractic • Pre-Dentistry
- Pre-Engineering • Pre-Forestry • Pre-Law
- Pre-Medical Technology • Pre-Medicine
- Pre-Optometry • Pre-Osteopathy • Pre-Pharmacy
- Pre-Physician Assistant • Pre-Physical Therapy
- Pre-Podiatry • Pre-Veterinary

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



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# SCHOOL OF BUSINESS

Philip Fisher, Ph.D., *Dean*

Ernest Hall, Ph.D., *Associate Dean and MBA Director*

Daniel Wade, D.B.A., *Director of Accounting Programs*

William Henderson, M.S., *Assistant Dean*

Marvin Albin, Ed.D., *Chair, Department of Information Systems and Business Education*

Joy Peluchette, Ph.D., *Chair, Department of Management and Marketing*

Munir Quddus, Ph.D., *Chair, Department of Economics and Finance*

The School of Business offers bachelor degree programs in the following business majors: accounting, business administration, business education, computer information systems, finance, management, and marketing. The major in economics leading to the Bachelor of Arts degree or Bachelor of Science degree is conferred by the School of Liberal Arts. However, faculty and staff in the Department of Economics in the School of Business handle all student advising and administrative matters. The business education teacher certification program is offered in cooperation with the Bower-Suhrheinrich School of Education and Human Services for students who desire to teach secondary school business subjects. The major in applied computer science is not a business program, but is administered by the School of Business, which confers this Bachelor of Science degree. The School of Business also offers three Associate of Science degree programs in business, computer information systems, and administrative support and minors in accounting, business administration, computer information systems, finance, and marketing for non-business majors. Business and other majors may take minors in computer science or economics.

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

The undergraduate business programs offered by the School of Business include four interrelated phases of course work: (1) University Core Curriculum requirements designed to provide learning which should be the common experience of all educated men and women and which builds communication and critical thinking skills necessary for success; (2) Business Core requirements to provide an understanding of all business disciplines in the context of the society in which businesses operate; (3) Business major requirements which provide for a degree of specialization in the student's area of interest; and (4) Elective courses chosen from either business or other academic areas to broaden the student's perspective and educational background. Business and economics courses are open to all students in the University who have the required prerequisites. However, students who are not business majors are limited to no more than 31 hours of business courses, excluding economics.

The economics major establishes a core of knowledge in intermediate economic theory and statistics. The student then may specialize by selecting course work in such areas as money and banking, taxation and government finance, international economics, labor economics, economic development, or government policies toward business.

The applied computer science program is designed to prepare graduates for software engineering and system development positions in businesses and scientific organizations. The program is offered with two options: a business option, designed to meet the software development needs of businesses, and a technical option, designed to meet the needs for scientific programmers and civil service requirements for computer scientists.

## School of Business Advisement and Graduation Requirements

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

Upon entry into a business or economics major program, each student is assigned to a faculty advisor who approves the student's proposed program of courses each semester. Assigned faculty advisors are changed when a student changes the major program of study. Other advi-

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sory changes may be made with consent of the student, the faculty advisor, and the dean of the School of Business.

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

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

#### Transfer-Credit Policy

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

#### Business Degree Requirements

All bachelor candidates must successfully complete a minimum total of 124 credit hours. A minimum of 50 percent (62 hours) must be taken in courses offered outside the School of Business; however, ECON 208, 209, and 241 are applied toward meeting this 62-hour minimum requirement. All students majoring in accounting, business administration, computer information systems, finance, management, marketing, and business education enroll in from 55 to 62 hours of business courses which are divided into three segments, 31 credit hours in core requirements taken by all business majors, major field requirements totaling 24 to 30 hours, and elective courses. Transfer students must complete at least one-half of business course work required for graduation in residence. (28 hours for business administration majors, 29

hours for accounting majors, and 31 hours for computer information systems majors.)

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

#### University Core Curriculum Requirements 50 semester hours

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

#### Required University Core Curriculum Courses

Composition/Speech ENG 101 ENG 201 SPCH 101	9 hours
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Mathematics MATH 111 or higher level math course	3-4 hours
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Individual Development and Social Behavior ECON 208 and 209	6 hours
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Global Communities ECON 241	3 hours
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Synthesis MNGT 452	3 hours
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Ethics	3 hours
Arts	3 hours
Health and Fitness	2 hours
History	3 hours
Science	8-9 hours
Western Culture	6 hours

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

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

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

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

(PSY 201 is not required of majors in Business Education. These courses also satisfy University Core requirements.)

### Core Requirements for all Business Majors

31 semester hours

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

CIS 151	Computer Applications in Business	3 (1)
or		
CIS 261	Advanced Microcomputer Applications	3 (2)
ACCT 201	Accounting Principles I	3
ACCT 202	Accounting Principles II	3
ASBE 231	Business Communications	3
BLAW263	Legal Environment of Business	3
ECON 265	Elementary Statistics	3
FIN 305	Business Finance	3
MNGT 305	Management of Organizational Behavior	3
MKTG 305	Principles of Marketing	
ASBE 401	Business Career Planning and Professional Development	1
MNGT 452	Policy Formulation and Implementation	3
(MNGT 452 satisfies the University Core requirement for synthesis.)		
Core Total		31

(1) Required of Accounting, Business Administration, and Marketing and Management majors

(2) Required of Business Education, Computer Information Systems, and Finance majors

### Business Major Requirements

24-33 semester hours

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

## Accounting

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

Accountants in public practice provide audit, tax, or management advisory services. Success in passing the Certified Public Accountant (CPA) examination is necessary for advancement in public accounting. A variety of services are performed by public accountants including: (1) auditing (attesting to the fairness of financial statements), (2) computer consulting, (3) tax return preparation, (4) tax and financial planning, and (5) carrying out financial investigations in cases of fraud, insolvency, or disputes.

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

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

Beginning with the May 2000 CPA exam, CPA candidates must have earned a minimum of 150 credit hours of college/university coursework to sit for the CPA exam in Indiana. Graduates with an undergraduate accounting major may satisfy this requirement through the Master of Science in Accountancy (MSA) degree program at USI. Graduates with an undergraduate degree in a non-accounting field may satisfy the CPA exam requirement through the Post-Baccalaureate Certificate in Professional Accountancy (PBCPA) program at USI.

Those who wish to engage in public accounting practice in Indiana as certified public accountants should familiarize themselves with the rules and regulations issued by the Indiana State Board of Public Accountancy, 912 State Office Building, Indianapolis, Indiana 46204. Students planning to practice outside of Indiana should consult the CPA board of that state.

**Major**  
58 semester hours (27 hours accounting and business plus 31 hours of business core)

**Required Courses**

ACCT 303	Intermediate Accounting I	3
ACCT 304	Intermediate Accounting II	3
ACCT 311	Income Tax Procedure I	3
ACCT 315	Cost Accounting I	3
ACCT 401	Advanced Accounting I	3
ACCT 413	Accounting Information Systems	3
ACCT 415	Auditing Theory and Practice	3
BLAW464	Business Law	3

Required 24

**Accounting Electives (Choose One)**

ACCT 412	Income Tax Procedure II	3
ACCT 416	Cost Accounting II	3
ACCT 417	International Accounting and Multinational Enterprises	3

Total hours 27

Business, economics, accounting, or free electives, 13 hours. At least six hours of electives must be in non-business courses.

**Business Administration**

The business administration major is designed to prepare students for careers in business management. The major provides broad coverage of the technical, interpersonal, conceptual, and analytical skills necessary to specialize in a particular area of interest such as accounting, computer information systems, electronic business, entrepreneurship/small business, finance and economics, international business, management, marketing, or office information systems.

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

**Major**  
55-58 semester hours (24-27 hours in major plus 31 hours in business core)

**Required Courses**

CIS 315	Management Information Systems	3
MNGT 445	International Business	3
DSCI 351	Introduction to Operations Research	3
DSCI 445	Operations Management	3
Business Area of Interest Courses		12
*See Business Areas of Interest below:		
Total hours in the major		24

Business, economics, accounting, or free electives 13-16 hours. At least six hours must be in non-business courses.

**Business Areas of Interest**

A minimum of 12 semester hours of work must be taken in 300-or-400-level business or economics courses in one of the following areas of interest: (The e-business area requires an additional introductory course.)

**Accounting**

ACCT 303	Intermediate Accounting I
Three courses from the following list:	
ACCT 304	Intermediate Accounting II
ACCT 311	Income Tax Procedure I
ACCT 312	Income Tax Procedure I
ACCT 315	Cost Accounting
ACCT 401	Advanced Accounting

**Computer Information Systems**

CIS 375	Systems Analysis and Design
Select from	
CS 357	Advanced RPG Programming
or	
CS 376	COBOL Programming II
or	
CS 388	Advanced Microcomputer-Based Programming
Select two additional 300/400 level courses in Computer Information Systems	

**Electronic Business (e-commerce)**

CIS 255	Introduction to E-Business
ACCT 355	E-Business Security, Controls, and Ethics
FIN 355	Electronic Business Finance
MNGT 355	Supply Chain Management
MKTG 355	Interactive Marketing

**Entrepreneurship/Small Business**

FIN 335	Entrepreneurial Finance
BLAW363	Law for the Entrepreneur
MNGT 354	Small Business and Entrepreneurship
MNGT 455	Small Business Consulting

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Finance/Economics

FIN 361 Financial Institutions  
or  
ECON 361 Money and Banking  
FIN 433 Principles of Investment  
Two additional 300/400 level courses in finance or economics.

International Business

ECON 341 International Trade  
FIN 343 International Finance  
MNGT 444 Managing Diversity in Organizations  
MKTG 471 International Marketing

Management

MNGT 315 Organization and Management Development  
MNGT 443 Organization Theory and Design  
Two courses from the following list:  
MNGT 341 Human Resources Management  
MNGT 354 Small Business and Entrepreneurship  
MNGT 361 Business and Environmental Factors  
MNGT 408 Collective Bargaining and Industrial Relations  
MNGT 441 Wage and Salary Administration  
MNGT 444 Managing Diversity in Organizations  
MNGT 455 Small Business Consulting

Marketing

MKTG 332 Consumer Behavior  
MKTG 438 Marketing Research  
Two courses from the following list:  
MKTG 313 Services Marketing  
MKTG 334 Promotional Strategy  
MKTG 342 Business and Industrial Marketing  
MKTG 344 Professional Selling and Sales Management  
MKTG 447 Retailing Policy and Management  
MKTG 448 Marketing Management  
MKTG 471 International Marketing  
MKTG 475 Seminar in Contemporary Marketing Problems

Office Information Systems

ASBE 395 Office Systems and Technologies  
ASBE 435 Information Resource Management  
ASBE 436 Administrative Services Management  
One 300/400 level elective course in accounting, management, or computer information systems.

## Business Education Teacher Certification

Students desiring to prepare for a career in teaching business subjects in grades 6 - 12 may complete a business education major program offered by the School of Business in cooperation with the Bower-Suhrheinrich School of Education and Human Services. The business education major is accredited by the Indiana State Department of Instruction and the National Council for the Accreditation of Teacher Education.

The graduate of the business education major degree program is eligible to teach the following courses according to the law of the State of Indiana:

Accounting  
Business Communications  
Business Law  
Business Management  
Business Mathematics/Personal Finance  
Computer Applications  
Computer Programming  
Consumer Economics  
Electronic Office Applications/Technology  
Entrepreneurship  
Global Economics  
Information/Word Processing  
International Business  
Introduction to Business  
Introduction to Computers and Technology  
Keyboarding Applications and Production  
Marketing I  
Record Keeping

In addition to completion of the course requirements for the business teacher concentration, all students must: (1) comply with the procedures and regulations of the Bower-Suhrheinrich School of Education and Human Services related to admission, (2) take and pass all three sections of the Pre-Professional Skills Test (P.P.S.T.) as either a freshman or first-semester sophomore, (3) complete 55 class credit hours by the end of their sophomore year or first semester junior year, (4) have a grade point average (GPA) of 2.75 overall and a GPA of 2.75 within the School of Business, and (5) pass the National Teachers' Exam (N.T.E.) in the areas of concentration and any other endorsements acquired during their senior year, and (6) participate in student teaching. (See the Bower-Suhrheinrich School of Education and Human Services section of the bulletin for further information.)

### University Core Requirements for All Business Education Majors 50 semester hours

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

**Professional Education Courses Required for All Business Education Majors**  
39 semester hours

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

Note: ASBE 397, Methods of Teaching Business Education, 3 hours, must be completed; this course is offered every other year. Students must consult with the coordinator of the Business Education Program in order to determine when they must take this course.

**Business Education Major Concentration Requirements**  
18 semester hours (plus 28 hours in business core)

ASBE 123	Word Processing/Advanced Keyboarding
ASBE 261	Advanced Micro Computer Applications
ASBE 435	Information Resource Management
ASBE 436	Administrative Services Management
ACCT 311	Income Tax Procedure I
	or
ACCT 315	Cost Accounting
CIS 315	Management Information Systems

**Vocational Business Education Endorsement - 9 hours**  
The candidate for the vocational business education endorsement must hold the business education license and complete the following course work.

ASBE 471/571	Principles and Philosophy of Vocational Education	3 hours
ASBE 481/581	In-School Laboratory Programs in Vocational Education	3 hours
ASBE 498/598	Techniques of Coordinating Cooperative Education Programs	3 hours

In addition to the preceding course work, the candidate for this endorsement must have completed two (2) years of full-time teaching experience and 1,000 clock hours of successful business/office-related employment or 500 clock hours of supervised work in a business/office related occupational field under an approved teacher training program or a combination equivalent thereto. Students may begin to work on the coursework requirements as an undergraduate in the Business Teacher Education Program; however, those students will not receive this endorsement to their license until all legal requirements established by the State Licensure Board have been met.

**Coverage:** The holder of the vocational business endorsement is eligible to teach state-approved vocational subjects in business education, organize and manage an intensive office laboratory and/or in-school business laboratory, cooperate with a cooperative program with students from all office occupational areas, and coordinate an interdisciplinary cooperative education program.

**Professionalization:** This endorsement may be professionalized when the candidate has met three (3) semester hours in principles, philosophy, organization and coordination of vocational education at the graduate level, and has met the professionalization requirements for the business education major. ASBE 602, Improvement of Instruction in Business Education and ASBE 601, Principles and Philosophy of Business Education, are courses that will meet the professionalization requirement for both the Vocational Business Education Program and the Business Teacher Education Program.

**Computer Information Systems**

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

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

**Major**  
64 semester hours (33 hours of Computer Information Systems and Computer Science plus 31 hours of business core)

Required Courses	18 Hours
CS 111 Programming Logic	3
CIS 315 Management Information Systems	3
CIS 367 Data Communications	3
CIS 375 Systems Analysis and Design	3
CIS 377 Database Concepts	3
CIS 477 Applied Software Development	3

Programming Language Requirement (Choose six hours in COBOL, RPG, or other languages as offered)

CS 276	COBOL Programming I	3
CS 376	COBOL Programming II	3
	or	
CS 257	Introduction to RPG Programming	3
CS 357	Advanced RPG Programming	3
	or	
CS 288	Introduction to Micro Computer Based Programming	3
CS 388	Advanced Micro Computer Based Programming	3

CIS Elective Courses (Choose 9 hours)

CIS 451	Organizational Support Systems	3
CIS 454	Managing Information Technology	3
CIS 461	End User Computing	3
CIS 476	4th Generation Languages	3
CIS 487	Special Topics in CIS or directed CIS elective	3

One semester of a Programming Language 3

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

## Finance

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

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

### Major

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

Required Courses	Hours
FIN 343 International Finance	3
FIN 361 Financial Institutions or Econ 361	3
FIN 433 Principles of Investments	3
FIN 461 Financial Management	3

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

FIN 335	Entrepreneurial Finance	3
FIN 341	Risk and Insurance	3
FIN 345	Real Estate Principles	3
FIN 481	Seminar in Finance	3
MKTG 313	Services Marketing	3
ACCT 303	Intermediate Accounting I	3
ACCT 304	Intermediate Accounting II	3
ACCT 311	Income Tax Procedure I	3
ACCT 412	Income Tax Procedure II	3
ECON 308	Intermediate Micro Theory	3
ECON 309	Intermediate Macro Theory	3
ECON 331	Public Finance	3
ECON 341	International Trade	3
ECON 365	Intermediate Statistics	3
ECON 472	Econometrics	3
CIS 315	Management Information Systems	3
DSCI 351	Introduction to Operations Research	3
BLAW 464	Business Law	3

## Management

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

### Major

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

Required Courses	Hours
CIS 315 Management Information Systems	3
MNGT 315 Organization and Management Development	3
DSCI 351 Introduction to Operations Research	3
MNGT 445 International Business	3
DSCI 445 Production and Operations Management	3

**Concentrations (9 hours)** Selected from one of the following:

### Human Resource Management

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

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**Management Change and Innovation**

MNGT 361	Business and Environmental Factors	3
MNGT 443	Organization Theory and Design	3
MNGT 446	Principles of Quality Management	3

**Marketing**

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

**Major**

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

Required Courses		Hours
MKTG 332	Consumer Behavior	3
MKTG 438	Marketing Research	3
MKTG 448	Marketing Management	3
MKTG 471	International Marketing	3
DSCI 351	Introduction to Operations Research	3

**Elective Courses (9 hours)**

MKTG 313	Services Marketing	3
MKTG 334	Promotional Strategy	3
MKTG 342	Business and Industrial Marketing	3
MKTG 344	Professional Selling and Sales Mgt	3
MKTG 447	Retailing Policy and Management	3
MKTG 475	Seminar in Contemporary Marketing Problems	3

Non-business majors - Economics and applied computer science are offered in the School of Business but are not business majors. Students enrolled in these programs do not take the business core.

**Economics**

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

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

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

**Major**

33-34 semester hours

Required Courses		Hours
ECON 208	Principles of Microeconomics	3
ECON 209	Principles of Macroeconomics	3
ECON 265	Elementary Statistics	3
ECON 308	Intermediate Microeconomic Theory	3
ECON 309	Intermediate Macroeconomic Theory	3
MATH 215	Survey of Calculus	3
	or	
MATH 230	Calculus I	4

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

**Applied Computer Science**

The applied computer science program is designed to prepare graduates for software engineering and program and system development positions in businesses and scientific organizations. It will also prepare students for graduate study in computer science. The program will develop in the graduates an understanding of algorithms, data structures, artificial intelligence, computer organization and architecture, numerical computation, operating systems, programming language theory, and software engineering. The program is offered with two options: a business option, designed to meet the software development needs of businesses, and a technical option, designed to meet the needs for scientific programmers and civil service requirements for computer scientists.



**Major**  
65-66 semester hours

Core Courses Required of all Applied CS Majors	Hours
CS 121 Introduction to Computer Systems	3
CS 201 Computer Science I	3
CS 301 Computer Science II	3
EET 151 Logic and Switching Circuits	3
EET 355 Computer Organization & Assembly Language	3
CIS 315 Management Information Systems	3
CS 365 Operating Systems	3
CIS 367 Intro to Data Communication	3
CIS 375 Systems Analysis and Design	3
CIS 377 Data Base Systems	3
CS 379 Programming Languages	3
CS 411 Network Management and Security	3
CS 483 Senior Software Development Project	3

All applied computer science majors are required to take ECON 208 and ECON 209 to complete their university core requirements in Individual Development/Social Science and ECON 241 to complete the university core requirement in Global Communities.)

**Computer Science Electives**

CS Legacy Language	3
CS or CIS Electives	6

**Business Option**

MATH 215 Survey of Calculus	3
MATH 253 Principles of Math Logic	3
ECON 265 Elementary Statistics	3
ACCT 201 Principles of Accounting I	3
ASBE 231 Business Communications	3
MNGT 305 Management of Organizational Behavior	3
ASBE 401 Business Career Planning and Professional Development	1

General Electives (12 hours) 39 hours of 300/400 level courses are required for graduation.

**Technical Option**

MATH 230 Calculus I	4
MATH 253 Principles of Math Logic	3
ECON 265 Elementary Statistics	3
MATH 353 Discrete Mathematics	3
ASBE 231 Business Communications	3
MNGT 305 Management of Organizational Behavior	3
ASBE 401 Business Career Planning and Professional Development	1

General Electives (11 hours) 39 hours of 300/400 level courses are required for graduation.

**School of Business Minors**

Academic minor programs may be completed in accounting, business administration (The business administration minor is available for non-business majors only.), computer information systems, computer science, economics, finance, and marketing. School of Business

majors who elect to complete minors will typically have to take more than the 124 hours required for a degree to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the School of Business.

**Minor-Accounting**

21 semester hours

Required courses:

ACCT 201–Accounting Principles I, 3 hrs.; ACCT 202–Accounting Principles II, 3 hrs.; ACCT 303–Intermediate Accounting I, 3 hrs.; ACCT 311–Income Tax Procedures I, 3 hrs.; ACCT 315–Cost Accounting, 3 hrs.; ACCT 415–Auditing Theory and Practice, 3 hrs.; BLAW 263–Legal Environment of Business, 3 hrs.

**Minor-Business Administration**

For Non-School of Business Majors Only

18 semester hours

Required courses:

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

**Minor-Computer Information Systems**

18 semester hours

Required courses:

CS 111–Introduction to Programming Logic, 3 hrs.; CIS 261–Advanced Microcomputer Logic 3 hrs.; CS 288–Microcomputer-Based Programming 3 hrs.; CIS 315–Management Information Systems, 3hrs.; CIS 375–Systems Analysis and Design, 3hrs.; CS 388–Advanced Microcomputer-Based Programming (Visual Basic), 3 hrs.

**Minor-Computer Science**

18 semester hours

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

Required courses: CS 201–Computer Science I, 3hrs.; CS 301–Computer Science II; and CS 379–Programming Languages, 3 hrs.

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Elective courses (choose nine hours from the following): Any CS 300- or 400-level course or any of: MATH 437–Numerical Methods, 3 hrs.; CIS 375–Systems Analysis and Design, 3 hrs.; CIS 377–Introduction to Data Base Concepts, 3 hrs.; CIS 476–Introduction to Fourth Generation Languages, 3 hrs.; EET 151–Logic and Switching Circuits, 3 hrs.; EET 355–Microcomputers, 3 hrs.; and EET 455–Microcomputer Applications, 3 hrs.

#### Minor-Economics

18 semester hours

Business majors can earn a minor in economics with only three additional courses in economics; one of which must be an intermediate theory course.

Required Courses: ECON 208–Principles of Microeconomics, 3 hrs.; ECON 209–Principles of Macroeconomics, 3 hrs.; ECON 265–Elementary Statistics, 3 hrs.; ECON 308–Intermediate Microeconomic Theory, 3 hrs.; or ECON 309–Intermediate Macroeconomic Theory, 3 hrs.  
Electives: Six hours of upper-level (300- or 400-level) economics courses as directed by advisor.

#### Minor- Finance

18 semester hours

Required courses: FIN 305–Business Finance, 3 hrs.; FIN 361–Financial Institutions or ECON 321–Money and Banking, 3 hrs.; and FIN 433–Principles of Investment. Three additional courses must be chosen from: FIN 355–Entrepreneurial Finance, 3 hrs.; FIN 341–Risk and Insurance, 3 hrs.; FIN 343–International Finance, 3 hrs.; FIN 345–Real Estate Principles, 3 hrs.; FIN 461–Financial Management, 3 hrs.; FIN 481–Seminar in Finance, 3 hrs.; ECON 308–Intermediate Micro Theory, 3 hrs.; ECON 309–Intermediate Macro Theory, 3 hrs.; ECON 331–Public Finance, 3hrs.; ECON 365–Intermediate Statistics, 3 hrs.; ECON 472–Econometrics, 3 hrs.; MKTG 313–Marketing for Services, 3 hrs.; DSCI 351–Introduction to Operations Research, 3 hrs.; BLAW 464–Business Law, 3 hrs.; ACCT 303–Intermediate Accounting I, 3 hrs.; ACCT 304–Intermediate Accounting II, 3 hrs.; ACCT 311–Income Tax Procedure I, 3 hrs.; or ACCT 412–Income Tax Procedure II, 3 hrs.

#### Minor – Marketing

18 semester hours

Required courses: ECON 175–Fundamentals of Economics (or ECON 208 or ECON 209), 3hrs.; MKTG 201–Introduction to Marketing (or MKTG 305), 3 hrs.;

and MNGT 201–Survey of Management (or MNGT 305), 3hrs. Three additional courses must be chosen from; MKTG 313–Services Marketing, 3 hrs.; MKTG 332–Consumer Behavior, 3hrs.; MKTG 334–Promotional Strategy, 3 hrs.; MNGT 324–Business and Industrial Marketing, 3 hr.; MKTG 344–Professional Selling and Sales Management, 3 hrs.; MKTG 447–Retailing Policy and Management, 3 hrs.; MKTG 461–Seminar in Integrated Marketing Communications, 3 hrs.; or MKTG 471–International Marketing, 3hrs.

#### Associate Degree Programs in Business

The School of Business offers three associate degree programs providing an opportunity for students to prepare themselves for productive employment in business occupations requiring less preparation and time than a traditional bachelor's degree program. The Associate of Science degrees in business, computer information systems, or administrative support systems may be completed in approximately one half the time required for achievement of a bachelor's degree.

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

#### Associate of Science in Business

64 semester hours

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

#### Required University Core Curriculum Courses

28 semester hours

ENG 101, 3 hrs.; ENG 201, 3 hrs.; SPCH 101, 3 hrs.; Ethics or Western Culture electives, 6 hrs.; Arts or History elective, 3 hrs.; MATH 111, 4 hrs.; Science elective, 3 hrs.; PSY 201, 3 hrs.

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### Required Business and Economics Courses

21 semester hours

ACCT 201–Accounting Principles I, 3 hrs.; ACCT 202–Accounting Principles II, 3 hrs.; ASBE 231–Business Communications (or ENG 210), 3 hrs.; BLAW 263–Legal Environment of Business, 3 hrs.; CIS 151–Computer Applications in Business, 3 hrs.; ECON 208–Microeconomics, 3 hrs.; ECON 209–Macroeconomics, 3 hrs.

### Required electives

Nine hours must be chosen from the following:

ASBE 123–Word Processing/Advanced Keyboarding, 3 hrs.; ASBE 261–Advanced Micro-Computer Applications, 3 hrs.; \*MNGT 141–Introduction to Business, 3 hrs.; ECON 265–Business Statistics (or MATH 241), 3 hrs.; CIS 111–Introduction to Programming Logic, 3 hrs.; FIN 201–Fundamentals of Finance, 3 hrs.; FIN 208–Personal Finance, 3 hrs.; ECON 241–Global Economic Issues, 3 hrs.; MNGT 201–Survey of Management (or MNGT 305), 3 hrs.; MKTG 201–Introduction to Marketing (or MKTG 305), 3 hrs.; PSY 376–Industrial Psychology, 3 hrs.

Free electives: Additional hours to meet minimum 64-hour associate degree requirement; selected by student in consultation with assigned faculty advisor.

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

### Associate of Science in Computer Information Systems

64 semester hours

The Associate of Science degree in computer information systems prepares students for the operation of information systems to support and reinforce the planning, controlling, reporting, and decision-making responsibilities of business firms and other organizations. The program provides a sufficient degree of technical preparation to enable the graduate to function effectively in liaison within a sophisticated data processing center.

Graduates will be prepared for entry-level positions in either large or small firms. The graduates entering large firms most likely will begin as entry-level programmers or computer operators. The entry-level positions in small firms would be programmer/analyst/operator.

Course requirements will provide: (1) an understanding of computer operating concepts with emphasis on a user's point of view; (2) a significant level of computer programming skill; (3) an understanding of the techniques for analysis of information needs and the design of information sub-systems; and (4) exposure to practical applications of the computer in providing useful information to management.

### Required University Core Curriculum Courses

28 semester hours

ENG 101, 3 hrs.; ENG 201, 3 hrs.; SPCH 101, 3 hrs.; Ethics or Western Culture electives, 6 hrs.; MATH 111, 4 hrs.; Science elective, 3 hrs.; ECON 208 or ECON 209, 3 hrs.; PSY 201, 3 hrs.

### Required Business and Computer Information Courses

30 semester hours

CS 111–Introduction to Programming Logic, 3 hrs.; CIS 151–Computer Applications in Business, 3 hrs.; ACCT 201–Accounting Principles I, 3 hrs.; ACCT 202–Accounting Principles II, 3 hrs.; ASBE 231–Business Communications (or ENG 210), 3 hrs.; BLAW 263–Legal Environment of Business, 3 hrs.; ECON 265–Business Statistics (or MATH 241), 3 hrs.; CS 257–Introduction to RPG Programming, 3 hrs.; CIS 261–Advanced Microcomputer Applications, 3 hrs.; CS 276–COBOL Programming I, 3 hrs.

### Required Computer Information Systems Electives

3 semester hours

One course must be chosen from the following:

CIS 315–Management Information Systems, 3 hrs.; CS 357–Advanced RPG Programming, 3 hrs.; CIS 367–Data Communications, 3 hrs.; CIS 375–Systems Analysis and Design, 3 hrs.; CS 376–COBOL Programming II, 3 hrs.; CIS 377–Database Concepts, 3 hrs.

Free electives: Additional hours to meet minimum 64-hour associate degree requirement; selected by student in consultation with assigned faculty advisor.

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### Associate of Science in Administrative Support Systems

64 semester hours

The Associate of Science degree program in administrative support systems provides the knowledge, understanding, and skills needed to fill office support positions in our business-oriented society. Today, employers seek college-educated personnel for higher level positions. Background in general education is necessary in addition to a thorough background in office skills. The administrative support systems program provides an excellent background in general education, general business administration, office skills, and human relations.

#### Required University Core Curriculum Courses

28 semester hours

ENG 101, 3 hrs.; ENG 201, 3 hrs.; SPCH 101, 3 hrs.; ECON 175 or 208, 3 hrs.; PSY 201, 3 hrs.; Ethics or Western Culture electives, 6 hrs.; Science and Mathematics electives, 7 hrs.

#### Required Business Courses

27 semester hours

ACCT 201–Accounting Principles I, 3 hrs.; ASBE 111–Personal and Business Note Taking, 3 hrs.; ASBE 123–Word Processing/Advanced Keyboarding, 3 hrs.; ASBE 231–Business Communications, (or ENG 210), 3 hrs.; ASBE 261–Advanced Micro-Computer Applications, 3 hrs.; ASBE 271–Office Support Concepts and Application, 3 hrs.; ASBE 395–Office Systems and Technologies, 3 hrs.; BLAW 263–Legal Environment of Business, 3 hrs.; CIS 151–Computer Applications in Business, 3 hrs.

Approved Business Electives: Nine semester hours selected by student in consultation with assigned faculty advisor.

Free electives: Additional hours to meet minimum 64-hour associate degree requirement.

#### Credit for Certified Professional Secretary Examination

Individuals who pass all parts of the Certified Professional Secretary Examination may receive 15 hours of University credit, provided the recipient of such credit is enrolled in and pursuing a specific course of study. Credit may be granted for the following courses: ACCT 201–Accounting Principles I, 3 hrs.; 202–Accounting Principles II, 3 hrs.; ASBE 395–Office Systems and Procedures, 3 hrs.; MNGT 141–Introduction to Business, 3 hrs.; BLAW 263–Legal Environment of Business, 3 hrs.

### Post-Baccalaureate Certificate in Professional Accountancy

54 semester hours

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

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

Admission Requirements - Candidates must apply to the University and gain regular admission as a special student and be accepted as a candidate for the Certificate Program by the School of Business accounting faculty review committee.

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

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

ACCT 201, 202	Principles of Accounting	6 hours
ACCT 303, 304	Intermediate Accounting I & II	6 hours
ACCT 311	Income Tax Procedure I	3 hours
ACCT 315	Cost Accounting I	3 hours
ACCT 401	Advanced Accounting	3 hours
ACCT 412	Income Tax Procedures II	3 hours
ACCT 415	Auditing Theory and Practice	3 hours
Accounting Elective		3 hours
Business (Non-accounting) Electives		24 hours
<b>TOTAL HOURS</b>		<b>54 hours</b>

4. Upon completion of the preceding program requirements, the candidate should apply for the Certificate at the School of Business office.
5. Individuals who meet requirements of the State Board of Public Accountancy of Indiana are eligible to sit for the Uniform CPA Examination of Indiana. Those who wish to engage in public accounting should familiarize themselves with the rules and regulations issues by the Indiana State Board of Accountancy, 912 State Office Building, Indianapolis, Indiana 46204. Students planning to practice outside of Indiana should consult the CPA board of their state residence.

#### Post-Baccalaureate Certification in Computer Information Systems

The post-baccalaureate certification programs in computer information systems will enable persons with a degree in another academic discipline to achieve a working competency in computer information systems. The advanced programs are appropriate for students who wish to gain a conceptual knowledge of information systems and the skills needed to become a programmer, systems analyst, or information manager. Successful achievement of the coursework in the core program and an advanced program will prepare students to sit for the Certified Computer Professional Examination sponsored by the Institute for the Certification of Computer Professionals.

#### Core Program

CIS 111	Introduction to Programming Logic	3 hours
CIS 315	Management Information Systems	3 hours
CIS 367	Data Communications	3 hours
CIS 375	Systems Analysis and Design	3 hours
CIS 377	Database Concepts	3 hours
CIS 477	Applied Software Development	3 hours
CIS Programming Language (CIS 257, CIS 276, CIS 288, CIS 476)		3 hours
<b>Total Hours Required for Core Certification</b>		<b>21 hours</b>

Advanced Areas of Emphasis 9 hours		
Group A (Personal Computer Applications)		
CIS 261	Advanced Microcomputer Applications	3 hours
CIS 388	Advanced Microcomputer-Based Programming	3 hours
CIS 461	End-User Computing	3 hours

Group B (Programming)		
CIS 276	COBOL Programming I	3 hours
CIS 388	Advanced Microcomputer-Based Programming	3 hours
CIS 476	4 <sup>th</sup> Generation Languages	3 hours

Group C (Management)		
CIS 451	Decision Support Systems	3 hours
CIS 454	Management Information Technology	3 hours
ACCT 413	Accounting Information Systems	3 hours
or		
CIS 487	Current Topics in CIS	3 hours

Total Advanced Certificate Hours 9 hours

### School of Business Undergraduate Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

#### Accounting (ACCT prefix)

201 Accounting Principles I (3) A study of the principles of financial accounting and reporting as they relate to today's business environment. Both the procedures used and the concepts upon which they are based will be studied. Prereq: CIS 151 or CIS 261, MATH 111, and must have completed or be enrolled in 32nd semester hours. F, Sp, Su

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

303 Intermediate Accounting I (3) An introduction to the accounting theory necessary for the development and understanding of financial statements with an emphasis on the accounting cycle and concepts and analysis of working capital. Prereq: ACCT 202 and junior standing. F, Su

304 Intermediate Accounting II (3) A continuation of the study of accounting theory. Emphasizes the critical examination and evaluation of current developments and controversial issues contained in publications of professional organizations and current literature. Prereq: ACCT 303. Sp, Su

311 Income Tax Procedure I (3) The theory and practice in the preparation of federal income tax returns for individuals. Prereq: ACCT 202. F, Sp, Su

315 Cost Accounting (3) The theory and practice of cost accounting with emphasis on its use for planning and control. Introduces the concept of budgeting, standards, and profitability analysis. Prereq: ACCT 202 and junior standing. F, Sp, Su

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355 E-Business Security, Controls (3) This course is designed to provide students with an understanding of the technical, managerial, legal, and ethical issues to build operate and manage E-Business solution, and the role of accounting in today's business environment. Students will see the effects of control features built into software systems and understand the role such systems play in running the company. Topics covered in the course will include web server and client security, secure transactions and payments, system audits and "seals of approval," information security, digital certificates and practices, civil and criminal legal issues, digital signatures, and moral and ethical issues and standards. Appropriate cases will be used to illustrate the concepts and emphasize various topics discussed in the course. In addition, the course will address emerging software used in accounting and data transfer such as extensible markup language (XML) and extensible business reporting language (XBRL). Prereq: ACCT 201 and 202, BLAW 263, CIS 315. Sp

401 Advanced Accounting I (3) Provides theory and application of accounting principles to special accounting problems. Includes consolidations, segment and interim reporting, international accounting, fund accounting, and other special accounting problems. Prereq: ACCT 304 or consent of instructor. F

412 Income Tax Procedure II (3) Continues federal income tax procedures with emphasis on partnerships, corporate, and fiduciary taxes. Prereq: ACCT 311 or consent of instructor. Sp

413 Accounting Information Systems (3) A study of computer-based accounting information systems and their role in contemporary business organizations. This includes accounting data flows, the tools of designing accounting information systems, the use of computer technology in processing accounting transactions, and knowledge of internal control structures in effective accounting information systems Prereq: ACCT 304 or senior standing. F, Sp

415 Auditing Theory and Practice (3) The fundamental principles of auditing. Emphasis is placed on the scope of the audit, audit practices and procedures, and audit reports. Prereq: ACCT 304 and senior standing. F, Sp

416 Advanced Cost Accounting (3) A continuation of ACCT 315, the emphasis in this course is on cost allocation, joint products, transfer pricing, segment performance evaluation, accounting decision models using uncertainty, regression analysis, mix variances, linear programming and managerial accounting problems in the CPA and CMA examinations. Prereq: ACCT 315. F

417 International Accounting and Multinational Enterprise (3) A study of the accounting function from an international perspective. Focuses on the flow of information in multiple currencies, complying with reporting requirements in the United States and abroad, setting budgets and monitoring performance, and controlling the use of assets through reports and audits. Prereq: ACCT 303. Sp

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

499 Accounting Professional Practice (1-3) A cooperative work-study program designed to: (1) provide undergraduate accounting students realistic work experience to improve the depth of understanding of the nature of American and international business; (2) develop student maturity and confidence to determine in which areas of business

they should seek their professional careers; and (3) create a work situation where advanced business courses are made more meaningful as a result of the perspective that comes from such a professional experience. From one to three hours may be earned in an academic term, repeatable to a maximum of six credit hours applied as electives in a business bachelor's degree program. Grades assigned as Satisfactory or Unsatisfactory only. Prereq: Students must have completed or be enrolled in 63 semester hours of credit including the following courses: CIS 151, ACCT 201 and 202, ECON 265, ECON 208 and 209, ENG 201, and COMM 201. Students must have a minimum overall GPA of 2.75 and minimum GPA of 2.75 in all business courses. Consent of the dean, director of Professional Practice Program and appropriate department chairperson.

Administrative Systems/Business Education (ASBE prefix)

111 Personal and Business Note-Taking (3) Develops note-taking skills for personal or business use. Emphasis on Superwrite system theory and skill development. Anticipated skill attainment for this class is note-taking speed of 60-80 words a minute.

121 Beginning Keyboarding\* (3) For students with no previous training in typewriting or keyboarding. Emphasis on developing the keyboarding skills necessary for proficient use of computers and typewriters. Topics include formatting of elementary letters, reports, and tables. Information processing functions of creating, editing, storing, and printing of microcomputer files are also introduced. F

123 Word Processing/Advanced Keyboarding\* (3) Development of word processing skills of document formatting, pagination, text searching, headers and footers, spelling, footnoting, outlining, column layout, system utilities, file management, and graphics. Develops proficiency in advanced keyboarding skills including numbers, figures, symbols, operational keys, and office document production skills. Prereq: ASBE 121 or equivalent. Sp

\*Enrollment in keyboarding sections will be determined by the faculty on the basis of students' prior experiences and/or results of departmental placement tests.

231 Business Communications (3) A detailed study of business communications. Includes analysis and practice in writing a variety of messages used to communicate in business and industry. Emphasizes the psycho-semantic aspects of effective organizational communication. Prereq: ENG 201. F, Sp, Su

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

271 Administrative Support Concepts and Computer Applications (3) A study of the procedures and technology used to effectively support administrative staff in office systems. Prereq: ASBE 123 and CIS 151. F

395 Office Systems and Procedures (3) A study of traditional and automated office systems, office procedures, and human relations. Prereq: ASBE 123, CIS 151, and junior standing.

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

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

435 Records Management for Organizations (3) A study of the strategic and functional management of records in organization. Emphasis is placed on the establishment, implementation, disposition, and maintenance of organizational records. ARMA recommendations are used as guidelines in the course. Current technologies used in records management systems are reviewed. Prereq: CIS 151 or consent of instructor. Sp

436 Administrative Services Management (3) Examines the management subsystem that encompasses the interactions of people, equipment, and procedures within an organization. Emphasis is placed on the management of office support systems including office personnel functions, office technologies, ergonomics in office design, communications networks, security, ethics, total quality management techniques, productivity, and conflict resolution. Prereq: MNGT 305 or consent of instructor. F

471 Principles and Philosophy of Vocational Education(3) Fundamental philosophy, principles, and objectives of vocational education related to the needs of the beginning vocational instructor. Consideration of the various service areas, including wage-earning and non-wage earning vocational areas, as a foundation for career decisions for further study. Prereq: consent of instructor. Su

481 In-School Laboratory Programs in Vocational Education (3) Special techniques and knowledge needed to teach and manage in-school laboratory programs in vocational education. Consideration for the beginning or advanced vocational instructor as he/she operates within the LEA and business community. Prereq: ASBE 397 or equivalent.

490 Individual Study in Administrative Systems or Business Education (1-3) Repeatable for up to three hours. Research and reading in the student's major area. May be taken on an arranged basis with approval of the School of Business dean and the instructor.

498 Techniques of Coordinating Cooperative Education (3) The coordination responsibilities of a cooperative vocational education coordinator in his/her relationships to the school, parents, students, advisory committees, business, industry, and government will be discussed. Practical operative techniques will be identified and applied. Prereq: consent of instructor. Sp

#### Business Law (BLAW prefix)

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

363 Law for the Entrepreneur(3) A study of those areas of the law having the greatest impact on a newly formed business enterprise. The course will introduce the legal issues involving the employment relationship, choice of business entity, government regulation, property law, and debtor/creditor law. Prereq: BLAW 263. F

464 Business Law (3) A study of the law of business organization, negotiable instruments, sales, and secured transactions. Prereq: BLAW 263. F, Sp

#### Computer Information Systems (CIS prefix)

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

255 Introduction to E-Business (3) This introductory course in electronic business explores how the internet has revolutionized the buying and selling of goods and services in the marketplace. Topics covered include: business-to-business and business-to-consumer electronic business, electronic business infrastructure, designing and managing online storefronts, payment acceptance and security issues, and the legal and ethical challenges of electronic business. Students will also gain hands-on experience in creating, editing, and enhancing a Web page using an HTML editor. Prereq: CIS 151 or CIS 261. F

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

315 Management Information Systems (3) An introduction to management information systems. Fundamental concepts of information are explained and integrated into organizational structures. Basic system modeling tools and techniques are introduced. The importance of the computer and information are emphasized. The use of information as an organizational resource is studied. The strategic use of information technology in an organization to gain a competitive advantage will be emphasized throughout the course. Prereq: CIS 151, ACCT 201 and 202\*, ECON 208 and 209\*, and junior standing. (Courses marked \* may be taken concurrently with CIS 315.) F, Sp, Su

367 Data Communications (3) This course is designed to give the student a thorough understanding of the existing use of data communication networks as well as future developments in the area of telecommunications. The course topics will include the basic hardware needed for a functioning network, basic technical concepts of data communications, the various types of network configurations, and circuits. Also needed will be network design techniques, protocols, software, network architecture, local area networks, network management, and security and control issues related to networks. Prereq: CIS 315. F

375 Systems Analysis and Design (3) This course is an in-depth study of the business information system development life cycle, emphasizing the investigation, systems analysis, and logical design phases. Analysis and design techniques are presented which are used to develop computer-based systems. Analysis and design of a variety of business information systems are covered and CASE technology is introduced. Prereq: ACCT 201, CIS 315, junior standing. (A programming language is recommended.) Sp

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377 Introduction to Data Base Concepts (3) Introduction to database theory. Discussion of data structures, indexed and direct file organizations, models of data including hierarchical, net-work and relational. Discussion of data analysis, design, implementation, and date base administrator functions. Application of data base, data definition languages, data manipulation languages, and/or data manipulation through a host language. Cross-listed as CS 377. Prereq: A programming language, e.g. COBOL, RPG, FORTRAN, etc. F

451 Organizational Support Systems (3) The objective of this course is to provide the student with an understanding of the concepts of decision support systems (DSS), group decision support systems (GDSS), executive information systems (EIS), and expert systems (ES). Emphasis will be placed on the integration of these technologies for the support of management decision making. The student will study development and testing of DSS, GDSS, EIS and ES, as well as using applications software packages. The course work also includes analysis of real-world applications of these new technologies through case studies of specific organizations. Prereq: CIS 315. Sp

454 Managing Information Technology (3) An introduction to the financial, technical, and strategic information systems planning process. Emphasis is on the relationship to the information systems planning process to overall business goals, policies, plans, management style, and industry conditions. The selection of large system projects, assessment of a currently installed system, determining approaches to staffing, software, hardware, processing, and financing an information system are studied. Prereq: CIS 315. F

461 End-User Computing (3) This course emphasizes the growing importance of end-user computing in the work place. The use of information systems as a catalyst for innovative problem solving, the need for effective planning, the use and management of information technologies at all levels of an organization are studied. Prereq: CIS 261. Sp

476 Introduction to Programming with Fourth Generation Languages (3) An introduction to programming with fourth generation languages, HTML, PERL, and JAVA. Information needs of the typical business will be examined, and ways of providing this information through the use of fourth generation languages will be explored. Selected fourth generation languages will be used to illustrate the necessary programming techniques to provide the desired information. Lab assignments will be used to master language and problem solving skills. Prereq: CIS 111. F

477 Applied Software Development Project (3) Application of computer programming and system development concepts, principles, and practices to a comprehensive system development project. A team approach is used to analyze, design, document, and implement realistic systems of moderate complexity. Use of project management methods, project scheduling and control techniques, formal presentations, and group dynamics in the solution of informal systems problems. Prereq: CIS 315, CIS 375, CIS 377, an advanced programming language, and senior standing. Sp

487 Special Topics in CIS (3) Analysis and study of special topics in computer information systems. Focus is on new developments in information management, hardware and software, ethical issues, and other selected topics. Prereq: CIS 315 and senior standing. F

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

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

#### Computer Science (CS prefix)

CIS 111 Introduction to Programming Logic (3) Introduction to structured computing logic and fundamentals of computer programming. Topics include computing terminology, flow charting, structured techniques, single and multiple input files, editing, sorting, one- and two-dimensional tables, interactive processing, and sequential and non-sequential files. F, Sp, Su

121 Introduction to Computer Systems (3) The course provides background in computer science. It includes topics in computing history, the social context of computing, past achievements and current issues and challenges. Discussions include risks, liabilities, intellectual property, privacy, free speech and fair use, computer crime, professional and ethical responsibility, and social and economic impacts. The course presents the methods and tools of analysis and fundamental terminology and concepts, including, but not limited to, computer architecture, tools, logic, programming, networks, and data and database. F

201 Computer Science I (3) This course looks at computing as a human enterprise covering problem solving techniques. Major emphasis is placed on structured and object oriented programming techniques: data abstraction selection, looping, and functions, as well as elements of simple data structures: lists, array, and records. An overview of computer hardware, software and applications will be covered. F, Sp

257 Introduction to RPG Programming (3) An introduction to the RPG programming language as it applies to business data processing. A structured approach is used to demonstrate the use of the RPG language in generating management reports. The primary focus is on learning the basic RPG commands as they apply to the batch environment. The unique characteristics of RPG as a non-procedural computer programming language area also examined. Prereq: CS 111 or equivalent. Sp

301 Computer Science II (3) Topics include principles of software engineering (programming concepts, debugging and testing), string processing, internal searching and sorting, simple data structures, recursion, and object-oriented programming. Prereq: CS 201. F, Sp



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276 COBOL Programming I (3) An introduction to the COBOL programming language. A structured approach is used to demonstrate the use of COBOL language in managing corporate information. Includes structured design of programs, control break processing, debugging techniques, table processing, and sequential file processing. Prereq: CS 111 or equivalent. F

288 Microcomputer-Based Programming (Visual Basic) (3) An introduction to programming in the micro computer environment. Online interactive techniques will be emphasized in the solution of common business problems. Visual Basic will be used to illustrate structured programming techniques. Lab assignments will be used to master syntax error correction as well as problem-solving skills. Prereq: CS 111 or equivalent. F

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

357 Advanced RPG Programming (3) An advanced study of the RPG language as it applies to business data processing. A structured approach is used to demonstrate the use of RPG language to update data files and manipulate display screens. Primary focus is on learning advanced RPG commands as they apply to the online environment. Use of the RPG language to manage the corporate data base in the mini-computer environment is emphasized. Prereq: CS 257. Su

365 Operating Systems (3) The course includes the fundamental principles of operating systems, resource allocation and use by applications, device organization, interrupts, concurrency, user/system state, and protection. It develops each of these areas in greater depth: scheduling and dispatch, preemptive and non-preemptive scheduling, processes and threads, file systems, buffering, encryption, virtual memory, paging, swapping, security, protection, and related topics. Both Microsoft and Unix systems will be covered. Prereq: CS 201, CS 301, and CIS 315. F

376 COBOL Programming II (3) Sequential and random file processing, table handling, sorting, merging, sub-program, and error handling. Prereq: CS 276 or consent of instructor. Sp

377 Introduction to Data Base Concepts (3) Introduction to data-base theory. Discussion of data structures, indexed and direct file organizations, models of data including hierarchical, net-work and relational. Discussion of data analysis, design, implementation, and data base administrator functions. Application of data base, data definition languages, data manipulation languages, and/or data manipulation through a host language. Cross-listed as CIS 377. Prereq: A programming language, e.g. COBOL, RPG, FORTRAN, etc. F

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

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

411 Network Management and Security (3) This course provides an overview of network management and security. It covers topics in communication technologies, communication design, communication protocols, and communication system planning and development. It includes distributed computing, encryption technology, and collaboration technology. It will introduce security sites representing the state of the art in security. It will cover major security concerns of IP security, network security, security in distributed object systems, security in distributed systems, web security, e-mail security, viruses, trojans and worms, firewalls, and denials of service. Hands on assignments with system and firewall configuration. Prereq: CS 201 or TECH 105 and MATH 335.

437 Numerical Analysis (3) A survey of current methods in numerical analysis. Topics will include: polynomial approximation and interpolation, numerical differentiation and integration, numerical solution of differential equations, functional approximation, solution of linear and nonlinear equations, and matrix methods for inverse and eigenvalue problems. Cross-listed as MATH 437. Prereq: CS 201 or TECH 105 and MATH335.

483 Senior Software Development Project (3) This course applies computer programming and software engineering concepts, principles, and practices to a comprehensive system development project. A team approach is used to analyze the problem, and then specify, design, implement, test, validate, and deliver a software package that solves the problem. Teams will use software engineering techniques, project management techniques including milestones and formal presentations to create and test the package solution to the system problem. Prereq: CS 201, CS 301, CIS 315, CS 365, CIS 367, CIS 375, and CS/CIS 377. F

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

Decision Sciences (DSCI prefix)

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

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

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

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Economics (ECON prefix)

175 Fundamentals of Economics (3) An introduction to basic economic terms and concepts, such as scarcity, opportunity cost, trade, markets, prices, competition, unemployment, inflation, business cycles, and growth. Special emphasis is given to the application of these terms and concepts to choices which individuals face everyday and to current social problems. F, Sp

208 Principles of Microeconomics (3) An introductory analysis of individual decision-making in a market system. Topics include market price determination, the influence of prices and costs on consumer and producer behavior, and the importance of seller competition. Prereq: MATH 111 or its equivalent. F, Sp, Su

209 Principles of Macroeconomics (3) An introductory analysis of overall economic activity, including income, production, employment, and prices. Alternative theories of, and policies toward, economic stabilization and growth are examined. Prereq: MATH 111 or equivalent. F, Sp, Su

241 Global Economic Issues (3) An introduction to the causes and consequences of the growing economic interdependence of nations. Emphasis is placed on how different people, cultures, institutions, and economies are affected by, and respond to, current global issues. Prereq: ECON 175 or 208 or 209. F, Sp, Su

265 Elementary Statistics (3) Presents mathematical, tabular, and graphical techniques for describing sets of data and for making inferences from the data. Uses business problems as a vehicle of presentation. Prereq: MATH 111 and CIS 151. F, Sp, Su

308 Intermediate Microeconomic Theory (3) Theory of price determination under various categories of competition. The function of prices with respect to resource allocation and income distribution. Prereq: ECON 208 and 209. Sp

309 Intermediate Macroeconomic Theory (3) Measurement and analysis of national income, theory of income determination; fluctuations and growth of economic activity; problems of fiscal and monetary policy. Prereq: ECON 208 and 209. F

311 Government and Business (3) Socio-economic philosophy of regulation and control. Economic and legal issues and problems arising from non-competitive market conditions. Prereq: ECON 208 and 209. F

331 Public Finance (3) Introduction to government finance. Study of public expenditures; debt management; various types of revenue; including public domain, fees, special assessments, and taxes. Theories and principles of taxation. Prereq: ECON 208 and 209. F

341 International Trade (3) The study of international trade theories, commercial policies, the movement of physical capital and labor between nations, and the economic effects of trade blocs. The course develops the theories in each of these areas and applies them to existing international economic relations. Prereq: ECON 208 and 209. F

343 International Finance (3) The study of foreign exchange markets, exchange rate determination, balance of payments, international flow and management of financial assets and various risk exposures, and the operation and effectiveness of economic policy in an open economy. Cross-listed as FIN 343. Prereq: ECON 208, 209, and FIN 305, or the consent of instructor. Sp

346 Development Economics (3) Discussion of factors and theories related to the development of the Third World. Problems involved in the measurement and control of economic development. Case studies of Third World countries in the process of development. Prereq: ECON 208 and 209. Sp

351 Labor Economics (3) An introductory course dealing with the economic problems of the wage earner in modern society; the structure, policies, and problems of labor organization and management; the process of collective bargaining; industrial relations law; wage theory and policy. Prereq: ECON 208 and 209. F

361 Money and Banking (3) The nature and function of credit in the American economy; operation of commercial banks; purposes and functions of the Federal Reserve System, and the introduction to monetary theory. Cross-listed as FIN 361. Prereq: ECON 208 and 209. Sp

365 Intermediate Statistics for Business Decisions (3) Continued exploration of statistical techniques and methods at an upper level in areas of business applications. The analysis of large and complex data sets will be emphasized. Topical coverage includes multiple regression, ANOVA, time-series analysis, some multi variate techniques, and non-parametric methods. Some computer analysis packages will be discussed and used. Prereq: ECON 265 or equivalent. Sp

453 The Economics of Health Care (3) The purpose of this course is to provide students with a basic understanding of economics as it applies to consumer, producer, and government behavior in health care markets. Emphasis will be placed on using these tools to analyze issues currently affecting the U.S. health care market and subsequently to make appropriate policy recommendations base on these analyses. Prereq: ECON 208, 209, and 265. Sp

461 History of Economic Thought (3) The development of economic thought into the present century. Emphasis on Smith, Malthus, Ricardo, Mill, Marx, Marshall, and Veblen. The literature is examined in relation to the social, political, and economic events of each period. Prereq: ECON 208 and 209. Sp

472 Econometrics (3) An introduction to econometric methods and their application to economic research; regression analysis, simple and multiple; correlation; least-square estimators, problems of error in variables, autocorrelation, multicollinearity, lagged and dummy variables; simultaneous equation; identification problems. Prereq: ECON 208, 209, and 265. F

480 The Digital Economy (3) This course will introduce students to economic principles relevant to the new digital economy brought about by the use of information technologies. The course will survey alternate views and new ideas of economists and other new economy experts. Concepts from micro and macroeconomics such as production, supply and demand, opportunity cost, returns to scale, elasticity, pricing, GDP, exports and imports, and comparative advantage will be important to understanding concepts such as the "weightless" economy, zero cost pricing, and differential pricing. The course will also use materials from the literature on entrepreneurship and international economics and development economics. Prereq: ECON 208 and 209. F

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

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499 Senior Seminar in Economics (3) A seminar and research course in selected topics of current interest. Prereq: senior standing, ECON 308 and 309.

Finance (FIN prefix)

201 Fundamentals of Finance (3) This course is designed to serve as an introduction to the field of business and personal finance. The course is geared to the specific interests of the associate degree candidates and non-business majors. Emphasis upon the source and use of funds in the area of finance. (Not open to School of Business majors in baccalaureate programs.) F

208 Personal Financial Management (3) The various business problems which arise in the life of the individual. Includes a study of such topics as money and credit, banking services, insurance, taxes, home ownership, and consumer protective agencies.

305 Business Finance (3) The methods utilized by corporations in securing and utilizing capital. Major topics of interest include capital budgeting, cost of capital, capital structure, and characteristics of alternative forms of capital. Prereq: ACCT 201, 202, or ECON 265, 208, 209, and MATH 215. F, Sp, Su

335 Entrepreneurial Finance (3) A course designed to provide critical financial knowledge and skills to those students who are interested in starting and running their own businesses. The course deals with such topics as fund-raising, cash management, budgeting, risk management, initial public offerings, and factoring. Prereq: FIN 305. Sp

341 Risk and Insurance (3) An introduction to the basic principles of, and the relationship between, risk and insurance. Emphasis is placed on the fundamentals of insurance as the major formal method for treating non-speculative risks. Prereq: FIN 305. F

343 International Finance (3) The study of foreign exchange markets, exchange rate determination, balance of payments, international flow and management of financial assets and various risk exposures, and the operation and effectiveness of economic policy in an open economy. Cross-listed as ECON 343. Prereq: ECON 208, 209, and FIN 305, or consent of instructor. Sp

345 Real Estate Principles (3) Principles of real estate. Emphasis is on location factors, market analysis, and basic problems in buying and selling real estate. Prereq: FIN 305. Sp

355 Electronic-Business Finance (3) This course will provide students with an overview of e-Business finance and business topics. One area which is covered is e-Commerce in payment systems-electronic payment technology (digital cash, electronic checks, online credit card-based systems, electronic fund transfers, payment gateways, electronic purses, negotiable electronic instruments), provability of transactions (electronic bills of lading, letters of credit, point-of-sale transactions), secure electronic transactions (data encryption, digital signatures, Secure Hypertext Transport Protocol {SHTTP} and Secure Socket Layer {SSL}). Also covered are online trading issues such as major challenges in the security industry (globalization of security markets, product differentiation), recent trends in electronic trading, innovations in electronic trading (stock market, bond market, other security markets), legal and regulatory issues, settlement issues (requirements, processes, providers). A third major topic is the impact of e-Commerce on retail banking, electronic approaches to retail banking, and future evolution of retail banking (technological developments, shifts in consumer demand). Prereq: CIS 355 and FIN305. F

361 Financial Institutions (3) The institutional structure of the financial systems. Surveys both the public and private sectors of our money and credit economy. Emphasis is placed on understanding the impact of the commercial banking system, financial intermediaries, and public finance needs upon the conduct of business finance. Cross-listed as ECON 361. Prereq: FIN 305. F

433 Principles of Investments (3) The essential qualities of good investments, the exchanges, and methods of trading stocks and bonds. Prereq: FIN 305. Sp

461 Financial Management (3) A comprehensive course that gives consideration to developing sound financial policies in the firm. The course will use cases to develop concepts in such areas as capital budgeting and capital structure. Class discussion and lectures are designed to introduce decision-making techniques relevant to financial management problem solving. Prereq: FIN 305.

481 Seminar in Finance (3) Investigation of significant topics in practice and theory in the areas of corporate financial management, money markets, investments, commercial banking, and financial institutions. Prereq: FIN 305.

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

Management (MNGT prefix)

141 Introduction to Business (3) A survey course to acquaint students with functions performed by business and the part business activities play in our economy as a whole. Designed to give familiarity with common business practices and terminology. This course is not open to students who have completed or are currently enrolled in three or more courses in business or economics. F, Sp

201 Survey of Management (3) A survey of the management process; emphasis upon management techniques and factors basic to various fields of business, industrial, and public organizations. This course is designed to apply the management process to the specific interests of all associate degree candidates and four-year non-business majors. (Not open to School of Business majors in baccalaureate programs.) Prereq: sophomore standing, PSY 201, or consent of instructor. F, Sp

305 Management of Organizational Behavior (3) A study of behavior of individuals and groups within organizations and of the organization itself. Intended to develop in managers a greater awareness of the problems and opportunities in managing human resources in organizations. Prereq: ACCT 201, 202\*, ECON 208, 209\*, PSY 201, and junior standing. (Courses marked \* may be taken concurrently with MNGT 305.) F, Sp, Su

315 Organization and Management Development (3) This course involves an in-depth examination of organizations, with focus on management development and the management of organizational change. Specific organizational behavior topics are examined in more depth than in MNGT 305, with emphasis placed on development of managerial skills. The course also focuses on organizational development, diagnosing organizational problems, and developing intervention strategies for effective change management. Problem-solving case studies and experiential exercises are used throughout the course. Prereq: MNGT 305. F, Sp

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341 Human Resource Management (3) The staff work required in planning and controlling the personnel functions in businesses and the personnel responsibilities of line executives. Emphasis is placed upon principles and procedures relative to selection, placement, training of employees, employees' services, morale, wages, and hours. Prereq: MNGT 305. F

354 Small Business and Entrepreneurship (3) This course involves an in-depth analysis of the new venture creation process. Development of a business plan will serve as the focal point of the course. Prereq: consent of instructor. F

355 Supply Chain Management (3) This course integrates two powerful trends that are critical management imperatives for the new millennium, supply chain management and electronic business. Students will learn how the principles of supply chain management integrate into the "real time" environment of electronic business and examine case studies of such implementations. Latest software and technology will be discussed and examples demonstrated on enterprise resource planning (ERP) systems. Prereq: CIS 255 and MNGT 305. Sp

361 Business Environmental Factors (3) An inquiry into the purposes, methods, institutions, results and philosophy of business and its relationship to the environment in which it functions. Cross-listed as ECON 361. Prereq: MNGT 305 and MKTG 305. F

408 Collective Bargaining and Industrial Relations (3) A study of employer-union relationships, management and union organizations for collective bargaining, trade union structure and government, the government and collective agreements and the collective bargaining process. Prereq: MNGT 305. F

441 Wage and Salary Administration (3) A comprehensive study of wage and salary policies and techniques, including wage and salary level determination, job evaluation, employee evaluation, merit rating, methods of wage payments, fringe benefits, and controls. Prereq: MNGT 305. Sp

443 Organizational Theory and Design (3) This course involves the management challenge of designing organizational structure to facilitate effective performance and achieve competitive advantage given the evolving nature of organizational environments. Issues will include organizational innovation and change; technological change and organizational restructuring; global competition; organizational culture; employee involvement; participative management and team systems; total quality management; organizational control; communication; and conflict. Prereq: MNGT 305. MNGT 315 recommended. Sp

444 Managing Diversity in Organizations (3) A study of cultural perspectives and processes reflecting individual, work group, and organizational diversity in the workplace. Prereq: MNGT 305. Sp

445 International Business (3) International and cross-cultural study of business decisions, enterprises, markets, and institutions. Examines globalization of industries and firms' competitiveness. Discusses international business transactions and entry strategies. Prereq: ECON 241, MNGT 305, MKTG, 305, FIN 305. F, Sp, Su

446 Principles of Quality Management (3) This course will present those concepts of process management necessary for service and manufacturing organizations to establish a competitive advantage through quality improvement. Quality programs based on the Malcolm Baldrige Award and ISO 9000 are discussed. Case studies, tours, and guest speakers are employed in this course. Prereq: ECON 265 or equivalent and MNGT 305. F

452 Policy Formulation and Administration (3) The capstone course utilizing all the major fields in business administration to allow the senior student to apply skills learned in these fields to situations dealing with the firm as a whole. The case study approach is used to encourage development of executive skills and to bridge the gap between the abstractions of college courses and the complexities of the business world. Prereq: MNGT 305, FIN 305, MKTG 305 and senior standing. F, Sp, Su

455 Small Business Consulting (3) Application of business principles to the operation of small business firms; includes emphasis on management functions, elements of the marketing mix, business practices, and problem solving. Students in teams of two to five are assigned as a counseling unit to a small business firm requesting management counseling. Prereq: MNGT 305, FIN 305, MKTG 305, senior standing, and consent of the instructor. Sp

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

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

#### Marketing (MKTG prefix)

201 Introduction to Marketing (3) An introductory course designed to apply the marketing process to the specific interests of associate degree candidates and non-business majors. Emphasis upon retailing, personal selling, advertising, and marketing strategy. (Not open to School of Business majors in baccalaureate programs.) Prereq: PSY 201 and sophomore standing. F, Sp, Su

305 Principles of Marketing (3) A general survey of the entire field of marketing. Attention is given to the management of the marketing efforts of the individual firm. Emphasis is on the role of the marketing environment, understanding markets and customers, and decision making regarding products, pricing, distribution, and promotion. Prereq: ACCT 201, ECON 208 and 209\*, PSY 201, and junior standing. (Courses marked \* may be taken concurrently with MKTG 305.) F, Sp, Su

313 Services Marketing (3) Emphasis is placed on the role of services in today's economy. The differences in marketing goods and the marketing of services is stressed. Strategy development for a wide variety of services including financial, medical, and public sector services are highlighted. Prereq: MKTG 201 or MKTG 305.

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332 Consumer Behavior (3) An interdisciplinary approach to the analysis and interpretation of consumer buying habits and motives, and the resultant purchase of goods and services. The purchaser's psychological, economic, and sociocultural actions and reactions are stressed. Prereq: MKTG 201 or MKTG 305. Sp

334 Promotional Strategy (3) An examination of the promotional techniques available to marketing management. Emphasis is given to market analysis and to the communication process providing the means by which products can be effectively promoted. The specific tools of personal selling, advertising, sales promotion, and publicity are examined as components of overall marketing strategy. Prereq: MKTG 201 or MKTG 305. F

342 Business and Industrial Marketing (3) An examination of the marketing function within organizations marketing goods and/or services to other organizations (rather than final consumers). Major emphasis on business buyer behavior and the business marketing environment as key factors shaping business marketing strategy development, planning, implementation, and control. The course will involve practical applications of business marketing principles through the use of case studies and class projects. Prereq: MKTG 201 or MKTG 305. Sp

344 Professional Selling and Sales Management (3) Study of the sales function in a marketing organization, development of techniques for making an effective sales presentation, and developing and maintaining account relationships. The course will also review major sales management functions including organization, allocation, recruitment, selection, training, motivation, compensation, and sales force evaluation and control. Prereq: MKTG 201 or MKTG 305. Sp

355 Interactive Marketing (3) This course focuses on the integration of state-of-the-art interactive technologies into the design and implementation of marketing programs for the new millennium. The functions of market identification through customer analysis, and the planning and implementation of conception, pricing, promotion and distribution of ideas, goods, and services to satisfy the market benefit immensely from the capabilities of the rapidly developing information technology (IT) infrastructure. The course also includes introduction into different techniques for differentiating products and services and developing systems to focus on the market niche, establishing interactive links to customers, retrieving online information from customers, and using data mining for market research. Prereq: CIS 255 and MKTG 305. Sp

438 Marketing Research (3) The systematic, objective and exhaustive search for and analysis of data relevant to problems in the field of marketing. Attention is given to marketing research procedures such as project design, sampling, data collection, data analysis, and reporting. Management's treatment of and reliance upon this important marketing tool are considered. Prereq: ECON 265, MKTG 305 and senior standing. F, Sp

447 Retailing Policy and Management (3) Policies, practices, and problems of efficiently operated retail stores, including the study of such areas as store location, layout, organizations, merchandise planning and control, pricing, buying, and sales promotion. Emphasis is placed upon practical application of retailing principles and practices through the use of selected case studies and class projects. Prereq: MKTG 201 or MKTG 305. F

448 Marketing Management (3) Application of problem solving in the area of marketing management emphasizing planning the marketing effort, management of the marketing organization and control of marketing operations. Prereq: MKTG 305 and senior standing. Sp

461 Seminar in Integrated Marketing Communications (3) Approaching organizations' communication issues through the integration of advertising, marketing, and public relations strategies and techniques. Team project required. Cross-listed as PLR 461 and ADV 441. Prereq: senior standing and six hours from ADV 241 or PRL 261 and MKTG 201 or 305. Sp

471 International Marketing (3) The whole of enterprise, comparative marketing and transport institutions and systems in selected foreign countries and the United States. The managerial and operational problems of world enterprise, with emphasis on the role of ethnic and cultural differences in influencing marketing strategy. Case studies will be used. Prereq: MKTG 201 or MKTG 305. F

475 Seminar in Contemporary Marketing Problems (3) Individual investigation of selected marketing problems of contemporary significance will be analyzed and related to assigned readings and current periodical literature. Case studies and field trips also will be used to acquaint the student with actual practices currently employed in marketing. Prereq: MKTG 305. Sp

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

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# BOWER-SUHRHEINRICH SCHOOL OF EDUCATION AND HUMAN SERVICES

C. Thomas Pickering, Ph.D., *Dean and Teacher  
Licensing Advisor*

Robert E. Mays, Ed.D., *Associate Dean and Director of  
Field Experiences in Education*

Jane Davis Brezette, P.E.D., *Chair, Department of  
Physical Education*

Charles L. Price, Ph.D., *Chair, Department of  
Teacher Education*

David C. Cousert, M.S.W., *Chair, Department of  
Social Work*

The Bower-Suhrheinrich School of Education and Human Services offers undergraduate majors in elementary education, exercise science, physical education, and social work; master of science degree programs in elementary and secondary education; the Master of Social Work degree; and the associate of science degree program in early childhood education. In addition, the school offers the required professional education component of all teacher education programs – elementary, secondary, and all grade.

The Bower-Suhrheinrich School of Education and Human Services has been designated by the Board of Trustees as the official teacher education agency of the University. Faculty members in education are responsible for the content, structure, and design of all curricula preparing professional education personnel for entry into teaching and other positions in both school and non-school settings. This responsibility includes pre-service, in-service, and continuing education of those who plan, implement, and evaluate learning environments.

Undergraduate teacher education offerings include the following programs: (1) majors in elementary education and physical education; (2) professional education for elementary, secondary, and all grade majors; (3) minors in exceptional needs, health and safety education, physical education, reading, and language arts; (4) junior high/middle school endorsements; and (5) endorsements in kindergarten and computers.

The undergraduate teacher education programs have been approved by the Indiana Professional Standards Board, the National Council for the Accreditation of Teacher Education, and the North Central Association of Colleges and Secondary Schools. Graduates of the

University who successfully complete teacher education programs, pass the licensure exams, and meet any other requirements specified by the Indiana Professional Standards Board are eligible for teaching licenses in Indiana and other states that recognize the completion of a program approved by the National Council for Accreditation of Teacher Education as a basis for licensure.

Current information regarding Indiana teaching licensure is available under Academic Programs, Teacher Education on the University Web site, [www.usi.edu](http://www.usi.edu).

## Procedures and Regulations for Students in Teaching Programs

Procedures and regulations that govern students pursuing teacher education programs are described in this section. More detailed information may be obtained from the Department of Teacher Education office.

After admission to the University the following procedures must be followed for all students who are preparing to teach in elementary or secondary schools:

1. Students who desire to work toward a baccalaureate degree in elementary education are assigned to the Department of Teacher Education in the Bower-Suhrheinrich School of Education and Human Services for purposes of advising, record keeping, and continuation in the University. Students in all other teaching programs are assigned to the other departments within the University according to the student's major, until the professional semester. During early registration for the professional semester, all students are advised in the Bower-Suhrheinrich School of Education and Human Services by the director of field experiences in education.
2. After being assigned to a program in education, students who desire to change their area of specialization must contact the Teacher Education Department.
3. Candidates for admission to teacher education are required to take a competency test designed for teachers. The Praxis I is currently being utilized. Students must meet the following test score requirements: Reading-176, Writing-172, and Math-175.
4. Candidates apply for admission to the teacher education program after the completion of basic university core experiences and exploration phase teacher education courses. Applications must be submitted to the

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Teacher Education Department by the deadline for registration or enrollment in education classes numbered 300 and above.

Application Deadline February 15	Registration Session early registration for summer and fall terms
June 15	registration for fall term
September 15	early registration for spring term

Admission criteria to teacher education require a 2.75 grade point overall, as well as in the major(s) and minor(s), and an admission packet. The packet must include the following items: Praxis I scores, disposition evaluations, grade verification for overall and specific course performances, speech and hearing evaluation, field experience reports, exploration phase artifacts, and a recommendation from the department. In teacher education, the admission process begins with the candidates submitting their applications to the department office. The pool of applications is distributed to faculty for review and then forwarded to the Teacher Education Admission and Retention Committee. This committee takes one of three actions: unconditional admission, conditional admission, or denial.

- Students who transfer 55 or more hours may be provisionally accepted into the teacher education program if their past course of study so warrants, as determined by the dean. After one semester of study, transfer students must meet the same qualifications for admission to teacher education as all other students. Transfer students meeting the requirements after one semester will be fully accepted into the teacher education program. Transfer students not meeting the requirements after one semester will not be accepted into teacher education until such requirements are fulfilled.
- Students must earn a grade of C or better in all required professional education courses to satisfy degree and certification program requirements.
- Students denied admission to the teacher education program and to student teaching have full right to a hearing before the Teacher Education Appeals Committee and the dean of the Bower-Suhrheinrich School of Education and Human Services.

Current information regarding application procedures and downloadable forms are available under Academic Programs, Teacher Education on the University Web site, [www.usi.edu](http://www.usi.edu).

#### Application for Student Teaching

At the beginning of spring semester of the year preceding the year in which a student plans to student teach, the student is expected to file a formal application for graduation on or before January 15 for admission to student teaching. See the Student Teaching and Laboratory Experiences section for details. Information also is available under Academic Programs, Teacher Education on the University Web site, [www.usi.edu](http://www.usi.edu).

**Diploma Form and Formal Application for Graduation**  
Early in the semester prior to the student teaching term, a diploma form and a formal application for graduation must be filed. Forms are available in the Teacher Education Office. Elementary education majors are recommended for graduation by the dean of the Bower-Suhrheinrich School of Education and Human Services. Candidates completing other teacher education programs will be recommended for graduation by the dean of the school in which their major is located.

#### Teacher Licensure

The Bower-Suhrheinrich School of Education and Human Services has the responsibility for recommending students for all teaching licenses. The student has the responsibility for completing all requirements for the teaching certificate(s) sought.

Any student graduating with a teaching curriculum must present a grade point average in his teaching major and/or minor(s) not less than that required as an overall grade point average for teacher certification of 2.75.

Students must complete all graduation and licensure requirements before being recommended for any teaching license.

Applicants for the initial standard teaching license must pass the basic skills test (Praxis I) and specialty area examinations (Praxis II) in their major (primary) and minor (supporting) teaching fields, as required by the Indiana Professional Standards Board. The University's pass rate on required tests for Indiana teaching licensure for the year 2000 was 83 percent. Effective July 1, 2000, elementary education graduates must pass the Praxis II reading specialist test, in addition to the elementary education test, to meet licensure requirements.

Students completing their teaching curricula at the end of the first semester of any given school year will normally file applications for standard licenses in Indiana after January 15 of the following year. All other students normally will file their applications after June 1 of the school year in which their work is being completed.

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Applications for licensure may be obtained from the Bower-Suhrheinrich School of Education and Human Services.

Each state may have specific additional requirements for teacher licensure. Students who desire to obtain a teaching license in a particular state should contact the appropriate agency in that state to determine the necessary requirements.

#### Student Teaching and Laboratory Experiences

Student teaching and laboratory experiences provide opportunities for students to obtain extended realistic experiences in public schools. The full-time program of student teaching makes possible meaningful contacts with all aspects of the teacher's work.

The laboratory experiences program provides opportunities for prospective teachers to have field experiences in classroom settings during their entire teacher education program. These experiences are provided in conjunction with various classes.

Student teachers participate in classroom teaching, faculty planning, extra class activities, and school-community enterprises. The program is designed to help the prospective teacher develop a working philosophy of education and acquire the basic skills needed to enter the profession of teaching.

1. To enroll for student teaching, students must have an overall grade point average of 2.75 or above and a grade point average of 2.75 or above in their teaching major(s) and/or minor(s).
2. A grade of C or better must be earned in all required professional education courses before a student will be permitted to enroll for student teaching.
3. Students desiring to enroll for student teaching must be unconditionally admitted to the teacher education program.
4. Factors such as personality and character are given due consideration in determining whether a person with a point-hour ratio of 2.75 or above may enroll.
5. While enrolled in the professional semester, which includes supervised teaching, the student should not be employed or enrolled in additional courses.

#### Elementary Student Teaching

Elementary education students enroll for 15 semester hours during the professional or student teaching semester (senior year): EDUC 471–Supervised Teaching in the Elementary School-9 hrs., and EDUC 472–Supplemental Supervised Teaching in the Elementary School-3 hrs., or

a practicum-3 hrs., yield 12 semester hours of credit; students return to campus regularly during the 15-week student teaching experience for EDUC 458–Synthesis Seminar in Elementary Teaching, which yields three semester hours credit. Students should complete all required courses prior to enrolling in the professional semester.

Students should assume no obligation that would interfere with all-day student teaching or with leaving the campus for the period assigned to student teaching in another city. Students should not take extra courses or work during the student teaching semester.

#### Secondary Student Teaching

Secondary education students enroll for 15 semester hours during the professional or student teaching semester (senior year): EDUC 473–Supervised Teaching in the Secondary School-9 hrs. and EDUC 474–Supplemental Supervised Teaching in the Secondary School-3 hrs., or EDUC 477–Junior High/Middle School Practicum-3 hrs., yield 12 semester hours of credit; students return to campus regularly during the 15-week student teaching experience for EDUC 448–Synthesis Seminar in Secondary Teaching, which yields three semester hours credit. Students should complete all required courses prior to enrolling in the professional semester.

Students should assume no obligations that would interfere with all-day student teaching or with leaving the campus for the period assigned to student teaching in another city. Students should not take extra courses or work during the student teaching semester.

Students who are earning an area major license will teach in only one field. Those who have two majors (primary areas) or a major (primary) and a minor (supporting) may teach in both fields.

#### Department of Physical Education

The Department of Physical Education has responsibility for the following:

- the University Core Curriculum component in physical education;
- undergraduate majors in physical education (non-teaching and teaching), and exercise science;
- the undergraduate minor programs in physical education, fitness, coaching, athletic training, health and safety education; and
- the undergraduate endorsement in coaching.



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### University Core Curriculum Courses

Two hours of credit in health and fitness are necessary to meet the University Core Curriculum requirement.

Students take: a) PED 186 or PED 281 or BIOL 276 or NUTR 376 or OT 310, and b) one course from the 100-level classification or PED 295. Students are provided an opportunity to promote their general physical well being as well as develop new recreational skills. A laboratory fee, towel, lock, and locker fee may be assessed when students enroll in some classes. Students not able to participate in these courses because of medical reasons, physical handicaps, or other personal reasons may substitute PED 281-three hours, or PED 282-two hours, when approval has been granted by the dean of the Bower-Suhrheinrich School of Education and Human Services or a designee. The student must provide a physician's statement prohibiting participation in physical activity.

NOTE: For the following programs, BIOL 121 and 122 are prerequisites for PED 383, 391, 481.

### Exercise Science

The major in exercise science is designed to prepare people for entry-level positions in corporate, commercial, and community settings that offer exercise programs of a preventative nature. It also is designed to prepare people to test for the American College of Sports Medicine's Health/Fitness Instructor Certification and to continue their education at the graduate level.

### Major - Exercise Science

33-35 semester hours

Required courses: PED 143-Aquatic Exercise-1 hr.; 182-Weight Training-1 hr.; 183-Aerobic Dance I-1hr.; 185-Step Aerobics-1hr.; 282-First Aid-2 hrs.; 298-Foundations of Physical Education-3 hrs.; 383-Kinesiology-3 hrs.; 385-Exercise Leadership-3 hrs.; 386-Exercise Testing and Prescription-3 hrs.; 391-Biomechanics-3 hrs.; 394-Measurement and Evaluation in Physical Education-3 hrs.; 481-Physiology of Exercise I-3 hrs.; 483-Physiology of Exercise II-3 hrs.; 499-Practicum-3-5 hrs.

Other required courses: (29 semester hours)

MATH 111-College Algebra-4 hrs.; 112-Trigonometry-2 hrs.; CHEM 107-General Chemistry for Non-Science Major-4 hrs.; PHYS 175-General Physics I-4 hrs.; BIOL 121-Human Anatomy and Physiology I-3 hrs.; 122-Human Anatomy and Physiology II-3 hrs.; 276-Nutrition 3 hrs.; PSY 365-Motivation and Emotion-3 hrs.; EDUC 214-Instructional Technology in Education-3 hrs. or 465-Computers in the Curriculum-3 hrs.

### Physical Education

The physical education 40-hour major and the fitness and coaching minors are designed to meet the needs of students preparing for careers in professional-vocational areas. They are designed to complement and supplement programs in other academic disciplines, to enhance the employability of students outside the educational sphere, and to contribute to the health status of students. A student may graduate from the University with a non-teaching degree in physical education by completing the requirement for a major in physical education. Minors and endorsements to complement other academic majors are available in athletic training, coaching, and fitness.

### Major - Physical Education (Non-Teaching)

40 semester hours

Required courses: PED 186-Wellness/Fitness Appraisal-1 hr.; 296-Self-Testing and Movement Fundamentals-1 hr.; 282-First Aid-2 hrs.; 291-Motor Behavior-2 hrs.; 383-Kinesiology-3 hrs.; 391-Biomechanics-3 hrs.; 392-Activity Modifications for Special Populations-3 hrs.; 481-Physiology of Exercise I-3 hrs.; 491-Organization and Administration of Physical Education and Related Programs-3 hrs.; 499-Practicum in Physical Education-3-5 hrs. Select seven courses from PED 111 through 199-7 hrs.

Electives: Nine semester hours

Selection of physical education courses to serve as electives will be left to the discretion of the student and advisor.

### Minor - Athletic Training

34 semester hours

Required courses: PED 186-Wellness/Fitness Appraisal-1 hr.; 281-Personal Health Science-3 hrs.; 282-First Aid-2 hrs.; 381-Care and Prevention of Athletic Injuries-3 hrs.; 383-Kinesiology-3 hrs.; 384-Advanced Athletic Training-3 hrs.; 481-Physiology of Exercise I-3 hrs.; HP 115-Medical Terminology for the Health Professions-1 hr.; 211-The Health Care Delivery System-3 hrs.; EDUC 202-Educational Psychology: Early Adolescence Through Adolescence-3 hrs., BIOL 121-Human Anatomy and Physiology I and 122-Human Anatomy and Physiology II-6 hrs, 276-Nutrition-3 hrs.

### Minor - Coaching

30 semester hours

Required courses: PED 381-Care and Prevention of Athletic Injuries-3 hrs.; 383-Kinesiology-3 hrs.; 391-Biomechanics-3 hrs.; 431-Principles and Problems of Coaching-3 hrs.; 481-Physiology of Exercise I-3 hrs.;

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499-Practicum-3-5 hrs.; EDUC 202-Educational Psychology: Early Adolescence Through Adolescence-3 hrs.; BIOL 121-Human Anatomy and Physiology I and 122-Human Anatomy and Physiology II-6 hrs. Select one (1) course from PED 232-Officiating of Baseball-1 hr.; 234-Officiating of Volleyball-1 hr.; 236-Officiating of Football-1 hr.; 237-Officiating of Basketball-1 hr.; 238-Officiating of Soccer-1 hr.; 244-Lifeguard Training-2 hr.; 285-Officiating of Track and Field-1 hr. Select one (1) course from PED 432-Coaching Baseball-2 hrs.; 434-Coaching Volleyball-2 hrs.; 436-Coaching Football-2 hrs.; 437-Coaching Basketball-2 hrs.; 438-Coaching Soccer-2 hrs.; 485-Coaching Track and Field-2 hrs.

#### Minor - Fitness Instructor

25 semester hours

Required courses: PED 186-Wellness/Fitness Appraisal-1 hr.; 381-Care and Prevention of Athletic Injuries-3 hrs.; 386-Exercise Testing and Prescription-3 hrs.; 481-Physiology of Exercise I-3 hrs.; 491-Organization and Administration of Physical Education and Related Programs-3 hrs.; 499-Practicum-3-5 hrs.; BIOL 121-Human Anatomy and Physiology I and 122-Human Anatomy and Physiology II-6 hrs. Select three courses from PED 142-Advanced Swimming, 143-Aquatic Exercise, 181-Aerobics I, 182-Weight Training, 183-Aerobic Dancing I, 184-Dynamic Floor Exercise, and 185-Step Aerobics-3 hrs.

#### Teacher Certification (Physical Education)

The following programs are available for students who desire to prepare for the teaching profession: physical education all grade major (K-12); physical education major (7-12); physical education minor; health and safety education minor; and coaching endorsement.

#### All Grade Major-Physical Education

All Grade K-12 - 52 semester hours

Required courses: PED 155-Dance Activities-1 hr.; 162-Hiking and Outdoor Education-1 hr.; 186-Wellness/Fitness Appraisal-1 hr.; 296-Self-Testing and Movement Fundamentals-1 hr.; 282-First Aid-2 hrs.; 291-Motor Behavior-2 hrs.; 292-Rhythms-2 hrs.; 293-Games of Low Organization-2 hrs.; 294-Techniques for Teaching Sports-2 hrs.; 298-Foundations of Physical Education-3 hrs.; 299-Field Experience in Physical Education-1 hr.; 383-Kinesiology-3 hrs.; 391-Biomechanics-3 hrs.; 392-Activity Modifications for Special Populations-3 hrs.; 394-Measurement and Evaluation in Physical Education-3 hrs.; 395-Curriculum Construction in Physical Education-3 hrs.; 396-Teaching

Physical Education-3 hrs.; 481-Physiology of Exercise I-3 hrs. Select seven courses from PED 111 through 199-7 hrs. Electives: Six semester hours. Selection of physical education courses to serve as electives will be left to the discretion of the student and advisor.

#### Major-Physical Education

Grades 7-12 - 40 semester hours

Required courses: PED 155-Dance Activities-1 hr.; 162-Hiking and Outdoor Education-1 hr.; 186-Wellness/Fitness Appraisal-1 hr.; 296-Self Testing and Movement Fundamentals-1 hr.; 282-First Aid-2 hrs.; 291-Motor Behavior-2 hrs.; 298-Foundations of Physical Education-3 hrs.; 299-Field Experience in Physical Education-1 hr.; 383-Kinesiology-3 hrs.; 391-Biomechanics-3 hrs.; 392-Activity Modifications for Special Populations-3 hrs.; 394-Measurement and Evaluation in Physical Education-3 hrs.; 395-Curriculum Construction in Physical Education-3 hrs.; 396-Teaching Physical Education-3 hrs.; 481-Physiology of Exercise I-3 hrs. Select seven courses from PED 111 through 199-7 hours.

#### Minor-Physical Education

Grades 7-12 - 24 semester hours

Required courses: PED 186-Wellness/Fitness Appraisal-1 hr.; 296-Self-Testing and Movement Fundamentals-1 hr.; 282-First Aid-2 hrs.; 291-Motor Behavior-2 hrs.; 298-Foundations of Physical Education-3 hrs.; 383-Kinesiology-3 hrs.; 395-Curriculum Construction in Physical Education-3 hrs.; 481-Physiology of Exercise I-3 hrs.

#### Elementary school emphasis-six hours, PED

292-Rhythms-2 hrs.; 293-Games of Low Organization-2 hrs.; 294-Techniques for Teaching Sports-2 hrs.

#### Middle/secondary school emphasis-six hours, PED

155-Dance Activities-1 hr.; 162-Hiking and Outdoor Education-1 hr. Select four (4) courses from PED 111 through 199-4 hrs.

#### Minor-Health and Safety Education

24 semester hours

Required courses: PED 281-Personal Health Science-3 hrs.; 282-First Aid-2 hrs.; 286-Safety Education-2 hrs.; 382-Community Health-2 hrs.; 482-School Health-3 hrs. Select one course from BIOL 105-Biology of Human Concern, 121-Human Anatomy and Physiology I, or 122-Human Anatomy and Physiology II-3 hrs. Select three courses from NUTR 228-Nutrition for Fitness and Human Sexuality: A Healthy Perspective-3 hrs.; PSY 298-Human Sexuality-3 hrs.; HP 365-Alcohol and Drug

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Abuse: A Health Perspective-3 hrs.; PED 481–Physiology of Exercise I-3 hrs.; SOC 261–Marriage and Family-3 hrs.; or SOC 343–Sociology of Death and Dying-3 hrs.

#### Endorsement-Coaching

16 semester hours

Required courses: PED 381–Care and Prevention of Athletic Injuries-3 hrs.; 383–Kinesiology-3 hrs.; 431–Principles and Problems of Coaching-3 hrs.; 481–Physiology of Exercise I-3 hrs.

Select two (2) courses from the following: PED 342–Water Safety Instructor, 432–Coaching Baseball, 434–Coaching Volleyball, 436–Coaching Football, 437–Coaching Basketball, 438–Coaching Soccer, 485–Coaching Track and Field-4 hrs.

Activity Classification: The second digit indicates the type of activity.

111-118 - Individual and Dual Sports

121-128 - Individual and Dual Sports

131-138 - Team Sports, Coaching

141-148 - Aquatics

151-158 - Combatives, Gymnastics, Dance

161-168 - Recreation

171-178 - Program Expansion

181-188 - Health, Fitness, Wellness

191-198 - Professional Preparation

199- Courses offered through Extended Services that meet physical education specifications but will not be included in the physical education program permanently.

#### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study. Except for PED 191, PED 186 and one of the courses listed below may be used to satisfy the physical activity portion of the two semester hour University Core Curriculum Health and Fitness requirement.

Students will demonstrate sports skills with an understanding of rules, terminology, strategy, and etiquette necessary for participation in physical activity. The student and his/her advisor will select 100-level activity classes appropriately.

111 Archery (1)

112 Badminton (1)

113 Billiards (1)

114 Golf(1)

115 Handball (1)

116 Paddleball (1)

117 Racquetball (1)

118 Table Tennis (1)

121 Skating (1)

122 Bowling (1)

123 Tennis (1)

131 Field Hockey (1)

132 Softball (1)

134 Volleyball (1)

136 Touch Football (1)

137 Basketball (1)

138 Soccer (1)

139 Speedball (1)

141 Beginning Swimming (1)

142 Advanced Swimming (1)

143 Aquatic Exercise (1)

151 Introduction to Karate (1)

152 Beginning Tumbling (1)

153 Intermediate Tumbling and Apparatus for Men (1)

154 Intermediate Tumbling and Apparatus for Women(1)

155 Dance Activities (1)

161 Fishing (1)

162 Hiking and Outdoor Education (1)

163 Sailing (1)

164 Equestrianship (1)

181 Aerobics I (1)

182 Weight Training (1)

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183 Aerobic Dance I (1)

184 Dynamic Floor Exercise (1)

185 Step Aerobics (1)

186 Wellness/Fitness Appraisal (1) Students will assess present level of physical fitness and wellness and establish behavior modification strategies to address areas which need improvement. Topics of discussion include nutrition, weight control, components of physical fitness, stress management, tobacco use and addictive behaviors, and sexually transmitted diseases.

187 Aerobicise (1)

191 Orientation to Health, Physical Education and Recreation (1)

199 Special Activities (1)

### Physical Education

NOTE: The following description applies to the officiating courses-PED 232, 234, 236, 237, 238 and 285.

An in-depth look at the mechanics, rules, and officiating techniques for each sport with emphasis on high school interscholastic participation. The IHSAA or appropriate licensing examination may be taken at the completion of each course. An additional fee will be charged for administration of exam.

232 Officiating of Baseball (1)

234 Officiating of Volleyball (1)

236 Officiating of Football (1)

237 Officiating of Basketball (1)

238 Officiating of Soccer (1)

244 Lifeguard Training (2) ARC certification in lifeguarding, CPR for professional rescuer and first aid. If CPR and First Aid for the Professional Rescuer certification is obtained in PED 244, P.E. majors are exempt from PED 282. F

281 Personal Health Science (3) Examination of attitudes, research facts, and misconceptions pertaining to personal health needs and practices, nutrition, family living, sexuality, drug use and abuse, disease prevention, safety, first aid, and public health resources. Sp, F, Su

282 First Aid (2) Course includes first aid measures recommended by the American Red Cross. Skill training provided for certification in Standard First Aid and CPR. Sp, F

284 Stress Management (2) A study of the elements which manifest stress, its impact, and strategies to minimize its effect on daily life.

285 Officiating of Track and Field (1)

286 Safety Education (2) This course is designed to examine the hazards present in all aspects of modern life as applied to school aged children that may produce property damage, injury, and/or illness. The activities of transportation, recreation, education, and home living are assessed for safety. Intervention strategies are presented. A field experience at a local safety agency may be required. Su

291 Motor Behavior (2) A study of the motor development of children through adolescence, their motor learning capabilities, and the factors which influence skill acquisition, retention, and transfer. Sp, F

292 Rhythms (2) Exposure to movement set to music or some structured sounds. Emphasis placed on the use of movement, small equipment, and music. Materials are developed for teacher use in elementary school grades 1-6. Sp, F

293 Games of Low Organization (2) An applied theory course in mass games, relays, and activities suitable for children in elementary school grades. Sp, F

294 Techniques for Teaching Sports (2) Techniques for teaching students in upper elementary and middle school to play sports. Students will develop and teach learning activities illustrating transition techniques used to link fundamental movements and sports skills, simple strategies and complex offenses, defenses and simple games, relays, and sophisticated sports. Sp

295 Physical Education for the Classroom Teacher (3) Provides students with basic information about teaching elementary school physical education. Participation in activities for children in grades 1-6. Elementary education majors only or consent of instructor. Sp, F, Su

296 Self-Testing and Movement Fundamentals (1) Skill acquisition and the study of the mechanics of locomotor, non-locomotor, and manipulative skills. F

298 Foundations of Physical Education (3) Orientation to career opportunities in physical education. Examination of sociological, historical, and philosophical foundations, current issues and trends. Field experiences may be required. Sp, F

299 Field Experience in Physical Education (1) Guided laboratory experience including exposure to the nature of teaching and learning physical education in a local school. Prereq: PED 200 level course(s), or consent of instructor. Sp

342 Water Safety Instructor (2) Students will receive preparation for certification as an American Red Cross water safety instructor. Prereq: Pass American Red Cross skills assessment. Sp

381 Care and Prevention of Athletic Injuries (3) The basic fundamentals used by the athletic trainer. Major emphasis will be given to recognition, initial care, and prevention of athletic injuries and/or illnesses. Suggested prereq: BIOL 121 and 122. Sp

382 Community Health (2) A comprehensive explanation of community health is constructed. The problems of community health are investigated. Prevention and intervention programs are examined as applied to school aged children. A field experience at a local health service agency may be required. Sp

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383 Kinesiology (3) The study of mechanics of human body movements including the interrelationships of bones, joints, and muscles. Prereq: BIOL 121 and 122. Sp, F

384 Advanced Athletic Training (3) The management of athletic injuries including rehabilitation and use of modalities. Laboratory practice in assessments, reconditioning, and modalities. Prereq: PED 381, 383, consent of instructor, or admission to Athletic Training Program.

385 Exercise Leadership (3) A course designed to prepare students to design and implement lessons that progressively and safely develop health-related fitness for people of varied fitness levels. Sp

386 Exercise Testing and Prescription (3) A study and application of the principles, techniques, and tools used to assess levels of wellness, fitness, prescribe lifestyle modifications and evaluate individual progress toward goals. Prereq: PED 481. F

390 Special Topics in Physical Education (1-3) The purpose of the course is to provide students with an opportunity to do personal research in a specialized area in physical education.

391 Biomechanics (3) An analysis of movement tasks and their relationship to each other. To apply the kinematic (velocity and acceleration) and kinetic (force) concepts for the mechanical analysis of human movement. Prereq: BIOL 121 and 122. Sp, F

392 Activity Modifications for Special Populations (3) A study of dysfunctions and characteristics of people with atypical performances. Basic concepts and techniques of modifying physical activity for people with special needs. Prereq: PED 200 level classes. Sp

394 Measurement and Evaluation in Physical Education (3) This course describes the development and implementation of physical and cognitive tests in physical education and exercise science. Included in this course are techniques for data analysis and student assessment through the use of current, basic testing and statistical procedures. Upon successful course completion, students demonstrate the ability to collect, analyze, and present data in a scientific manner. Students organize data on Excel spreadsheets, analyze data manually and through computer programs, and develop a PowerPoint presentation through which project results are presented. Sp, F

395 Curriculum Construction in Physical Education (3) Planning programs, units, and lessons in physical education to achieve long- and short-term curriculum goals. Prereq: PED 200 level classes. F

396 Teaching Physical Education (3) Examination of teaching styles as they relate to people of different ages and abilities, subject matter complexity, facility, and equipment availability. Students will plan, implement, and evaluate an activity program at the elementary, middle, or secondary school level. Prereq: PED 395. Sp

431 Principles and Problems of Coaching (3) Examination of the basic philosophies and concepts of coaching. Attention will be focused on the background information of coaching in general rather than on specific sports. Topics and study will include nature of coaching background for athletics, program organization, conditioning, motivation, and public relations as they relate to the coaching position.

### Course Descriptions for PED 432, 434, 436, 437, 438, 485

The components of coaching each sport will be analyzed from the perspective of the coach. Topics will include conditioning, fundamentals, team strategy, tournaments, meets and matches, rules and their application to game play. Practicum experiences will be arranged by the instructor.

432 Coaching Baseball (2)

434 Coaching Volleyball (2)

436 Coaching Football (2)

437 Coaching Basketball (2)

438 Coaching Soccer (2)

481 Physiology of Exercise I (3) Analysis of the factors and principles involved with the physiological function of the human body during exercise, as well as the adaptations associated with physical training, and the acute and chronic responses to exercise. The course includes laboratory experiences demonstrating these principles. Prereq: BIOL 121 and 122 (3-1). Sp, F

482 School Health (3) This course seeks to present the background, content, and strategies necessary for teaching health education as part of a comprehensive school health program. Students may be required to fulfill field experiences at a local school. F

483 Physiology of Exercise II (3) Interpretation and application of the factors and principles of physiological functions during exercise in differing populations and classifications of people and under varying environmental conditions. The course integrates current research and laboratory experiences as a major emphasis. Prereq: PED 481 (3-1). Sp

485 Coaching Track and Field(2)

491 Organization and Administration of Physical Education and Related Programs (3) The basic problems in the organization and administration of physical education and related programs with an investigation of materials for their solutions. Prereq: Senior standing. Sp, F

492 Contemporary Issues in Sport and Exercise (3) This course will enable students to integrate information from their educational experiences to critically examine and analyze contemporary issues in sport and exercise from an interdisciplinary perspective. Current issues, trends, and challenges will be presented with the intent of provoking thought and stimulating debate, so that students may identify their role in the resolution of issues.

499 Practicum (3-5) Practical experience in an area of professional preparation. Prereq: Must have completed required courses in major. Sp, F

592 Contemporary Issues in Sport and Exercise (3) This course enables students to integrate information from their educational experiences to examine and analyze contemporary issues in sport and exercise from an interdisciplinary perspective. Current issues, controversies, and future trends in sport/exercise are to be critically discussed and debated through active class participation. Students will develop individual positions/opinions about issues being critiqued and identify their role in the resolution of those issues. Su

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601 Physical Training for Optimal Performance (3) This course will provide information regarding the methodologies and results of aerobic and anaerobic physical training in various internal and environmental physical conditions, for young, middle-aged and elderly men and women. The basis for training under certain nutritional, psychological, and physical regimens will be described and evaluated. Su

## Department of Social Work

The Bachelor of Social Work program is designed for students who desire a professional degree in preparation for entry into social work positions within local, state, and federal social service agencies and programs. This program is fully accredited by the Council on Social Work Education. Students graduating from the program will possess a solid liberal arts foundation through the University Core Curriculum, integrated with professional social work knowledge. The principal educational objective of the program is to prepare students for beginning social work practice. The focus of the program is to prepare generalist bachelor's-level practitioners with the knowledge, skills, and ethical principles needed for work with diverse populations. Students will be prepared to work with a variety of client systems including individuals, families, groups, organizations, institutions, communities, and society in general.

Curriculum content is carefully constructed to expose the student to the following core knowledge areas:

- social welfare issues and policy
- human behavior in the social environment
- social systems theory
- knowledge and skills in conducting social work research
- problem solving theory and methodology
- generalist intervention model
- knowledge of client populations
- knowledge of social service programs and agencies
- human diversity
- oppression and discrimination
- at risk populations
- promotion of social and economic justice
- professional social work values and ethics
- practice/intervention skills, and integrative field experience

Additionally, the program places great emphasis upon professional self development and growth.

### Admission

The philosophy of the program is geared toward preparing the highest quality professional for the social work field. Therefore, students interested in a major in social work must be admitted into the program. The student must satisfy the following requirements for admission:

1. Students are required to review and update their student academic file in the Social Work Department by the start of the application process. Included in the file should be a copy of updated college transcripts for all academic credit courses completed from all colleges the student has attended.
2. Completion of the following course work with an overall minimum 2.6 grade point average on a 4.0 scale. Prerequisite courses must be completed by the beginning of the semester student plans to enroll in required course identified for majors only.
  - A. Completion of 12 hours of the following social work courses, maintaining a 2.75 grade point average and receiving no grade lower than a C: SOCW 221–Introduction to Social Work-3 hrs. SOCW 222–Social Welfare: Emergence of the Social Services-3 hrs. SOCW 239–Human Behavior and the Social Environment-3 hrs. SOCW 241–Social Work Intervention-3 hrs.
  - B. Completion of 36 hours of University Core Curriculum (UCC) including the following:
    1. Composition—one composition course.
    2. Western Culture—one Humanities course.
    3. Science—BIOL 105, Biology of Human Concern.
    4. Individual Development/Social Behavior—PSY 201, Introduction to Psychology; PSY 261, Lifespan Developmental Psychology; SOC 121, Principles of Sociology; SOC 231, Social Problems.NOTE: Only six hours from the above list may be applied to the UCC. Psychology 261 is not a UCC course.
5. POLS 101–Introduction to Political Science or POLS 102–Introduction to American Politics (students attending a junior college may take State and Local Government).
6. Math 100–Intermediate Algebra or higher

Applicants must earn a grade of C or higher in each course listed above.

NOTE: The program does not grant academic credit for life or work experience in lieu of social work courses or field content.

3. An overall grade point average of 2.6 on a 4.0 scale. (This includes all course work taken by the applicant.)

4. Transfer students will be evaluated on an individual basis. They must meet the minimum course work requirement or equivalent before they are eligible for consideration for admittance into the program.
5. Satisfactory completion of the application is required. It is the applicant's responsibility to provide all materials to the Social Work Department by the application deadline.
6. Satisfactory completion of a formal interview with the Social Work Admissions Committee.

The evaluation process will focus upon academic standards and additional criteria, including evidence of a commitment to social work values, basic understanding of social work, professional attitude, stable mental/emotional processes, and evidence of good writing and oral communication skills.

All eligible students are invited to apply. The program actively encourages minorities and students from disadvantaged groups to apply. The program does not discriminate on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, or disability.

Upon completion of the application process, students will be notified in writing of the decision of the Admissions Committee. It should be noted there is a "cap" on admissions; only a limited number of qualified students are admitted each year. Students denied admission into the Bachelor of Social Work program shall have the right of appeal. Students who are admitted into the program must achieve a C+ or better in all social work classes, with the exception of statistics in which a C or better is required, and a minimum overall grade point average of 2.6 on a 4.0 scale. Students who fail to progress in their course work for more than one semester will be required to reapply to the program. Students who are not enrolled for two semesters or longer will be required to graduate under the bulletin in effect at the time they re-enter.

Major — Social Work  
51 semester hours

Required courses: 221–Introduction to Social Work-3 hrs.; 222–Social Welfare-Emergence of the Social Services-3 hrs.; 239–Human Behavior and the Social Environment-3 hrs.; 241–Social Work Intervention-3 hrs.; 325–Introduction to Social Work Statistics-3 hrs.; 326–Introduction to Social Work Research-3 hrs.; 340–Communications Skills-3 hrs.; 341–Social Welfare

Policy-Program and Service Delivery Analysis-3 hrs.; 342–Social Work Practice with Micro Systems I-3 hrs.; 343–Social Work Practice with Micro Systems II-3 hrs.; 344–Social Work Practice with Macro Systems-3 hrs.; 401–Social Work Practicum I-3 hrs.; 402–Social Work Practice I-Integration Seminar for Social Work Practicum I-3 hrs.; 411–Social Work Practicum II-6 hrs.; 412–Social Work Practice II-Integration Seminar for Social Work Practicum II-3 hrs.; 413–BSW Project-Research Study-3 hrs.

A student must be admitted to the Social Work program before enrolling in courses designated for majors only.

Social Work electives: The following courses are not part of the required core and are open to all students: 223–Introduction to Gerontology-3 hrs.; 225–Child Welfare Services-3 hrs.; 238–Disabilities in Contemporary Society-3 hrs.; 323–Social Work Practice with the Aged-3 hrs.; 390–Independent Study in Social Work-1-3 hrs.; 400–Special Topics in Human Service Practice-3 hrs.

### Course Descriptions

Following course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

221 Introduction to Social Work (3) This course is an introduction to the field of social work and is the prerequisite for all required social work courses. The class is designed to expose the student to the profession of social work, an overview of systems theory, and the relationship of the social worker to the overall social welfare system. The course will emphasize a core understanding of generalist social work practice, the NASW Code of Ethics, and the social work roles needed to impact systems to solve human problems. Special emphasis will be placed on helping the student to develop an understanding and appreciation for diverse cultures and issues related to various disadvantaged groups. Open to all students. No prereq. F, Sp, Su

222 Social Welfare: Emergence of the Social Services (3) This course explores the philosophical and historical evolution of the American social welfare system. Course content will cover public and voluntary efforts to deal with poverty and other social problems. Theories of political influence on social change are addressed. Content on social justice, oppression, discrimination, spirituality, and diversity are included. Open to all students. Prereq: SOCW 221. F, Sp

223 Introduction to Gerontology (3) This is an introductory course to the field of gerontology, with an emphasis on programs, resources and services provided to older populations. Open to all students. No prereq. Sp

225 Child Welfare Services (3) This introductory course provides a survey of child welfare services in the human services field. Various services are examined including child abuse and neglect, adoption, foster care and family support services. Open to all students. No prereq. F, Sp

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238 Disabilities in Contemporary Society (3) This course explores important issues regarding disabilities in contemporary society. The history of treatment of people with disabilities will be explored with an emphasis on the implications of this history in current programs and services. Special emphasis will be placed on a critical analysis of the assumptions that support contemporary thinking about disabilities and the service delivery systems based on these assumptions. The range of disabilities addressed will include developmental, adventitious, hidden, and visible. Open to all students. No prereq. Sp

239 Human Behavior and the Social Environment (3) This course is designed as a focal point of integration for human behavior content in relation to life span development, biology of human concern, and social work courses required of pre-majors. The overall goal of this course is to assist the student in understanding the "person-in-environment" and systems concepts when working with individuals, families, and groups. This course will also provide opportunities for the student to understand the biological, psychological, sociological, and spiritual aspects of individuals as well as other cultures and minority groups. As a result, students will be able to integrate these components of human behavior as a generalist social worker. Prereq: SOCW 221, SOCW 222, SOC 121, PSY 201, PSY 261, and BIOL 105. F, Sp, Su

241 Social Work Intervention (3) Basic introduction to generalist social work practice and its various modes of intervention. The course gives the student a frame of reference for analyzing various systems encountered in social work practice and an opportunity to experience some of the concepts, skills, value systems, and activities which are essential to the practice of social work. This course is a requirement for admission to the social work program. Prereq: SOCW 221, SOCW 222, PSY 201, PSY 261, SOC 121, and BIOL 105. F, Sp

233 Social Work Practice with the Aged (3) This course is designed to give the student an overview of the variety of social, psychological, physical, economic, and environmental issues that confront our aging population today. Students will be exposed to a number of social work generalist roles, primary prevention strategies, and relevant social work interventions which are based on major theoretical approaches in working with this population. Open to all students. No prereq. F

325 Introduction to Social Work Statistics (3) This basic statistics course is designed to expose students to descriptive and inferential statistical measurements. The course will overview various methods of data collection, analysis, and presentation. Research methodology and related issues will be examined as they pertain to the social work researcher and more specifically, the social work practitioner. Prereq: SOCW 221 and MATH 100. Open to social work majors and pre-majors or consent of instructor. F, Sp

326 Introduction to Social Work Research (3) The course is designed to expose the student to the fundamentals of social work research methodology. Students will gain basic skills and knowledge related to hypothesis development, sampling procedures, research methodology, measurement processes, and evaluative procedures. Careful attention will be paid to research methodology used by the social work professional to evaluate macro and micro practice situations and program development. Prereq: SOCW 325 and social work majors and pre-majors or consent of instructor. Sp, Su

340 Communications Skills (3) A laboratory experience that engages students in experiential learning situations which enhance interpersonal communication and professional interviewing skills essential to the helping professions. Open to social work majors only. F

341 Social Welfare Policy-Program and Service Delivery Analysis (3) Social work is a policy based profession and this course takes the student through the analysis of policy as it affects the practice of social work. The student will study the historical, social, political, and economic aspects of social welfare policy and engage in the analysis of a social welfare policy. The course will also be examining the impact of policy change on both diverse and disadvantaged groups. Open to social work majors only. F

342 Social Work Practice with Micro Systems I (3) This course builds upon SOCW 241 with a more in-depth exposure to generalist social work practice. The Generalist Intervention Model is used along with systems theory to help the student in understanding and completing assessments and in developing intervention strategies among diverse populations. Students are expected to apply the NASW Code of Ethics to a variety of individual, agency-based, community and societal value dilemmas. Open to social work majors only. F

343 Social Work Practice with Micro Systems II (3) The purpose of this course is to train student social workers in group methods that will be utilized in generalist social work practice situations. The types of social group work are covered, the history of group work, and the skills needed to be an effective group leader are presented. Students will also be exposed to group work with both diverse and/or disadvantaged populations. Open to social work majors only. Sp

344 Social Work Practice with Macro Systems (3) The macro course prepares social work students to facilitate planned changes in the community and within agencies. Social work macro practice theory and strategies will be presented to students in the course. The student will demonstrate learning by identifying a problem or need in the community, developing an implementation plan based on solid research, and carrying out the implementation plan and evaluating the results. Open to social work majors only. Sp

390 Independent Study in Social Work (1-3) This course is intended for the examination of special topics in social work on an individual basis. Topics will be developed and examined on an arranged basis in agreement with the student and the supervising faculty member. Research will culminate in a scholarly paper submitted by the student. Prereq: Social Work Junior standing and consent of instructor. F, Sp, Su

400 Special Topics in Human Service Practice (3) This course provides students exposure to a variety of selected topics of current interest and importance in human service delivery. These topics will change with the interests of faculty and students. Prereq: Students must have sophomore standing. F, Sp, Su

401 Social Work Practicum I (3) An experiential, on-site supervised learning opportunity consisting of a minimum of 150 contact hours per semester or approximately 12 hours per week in a local social service agency approved by the director of field in the Social Work Department. The student will be exposed to the actual skills and behavior of the professionals in social work and will have the opportunity of testing newly formed values and knowledge. Open to social work majors only. Must be taken concurrently with SOCW 402. Prereq: Senior standing and consent of director of field. F

402 Social Work Practice I-Integration Seminar for Social Work Practicum I (3) The focus is on integrating classroom knowledge content as it relates to the issues of the field practicum. Open to social work majors only. Must be taken concurrently with SOCW 401. Prereq: senior standing and permission from the director of field. F



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411 Social Work Practicum II (6) Course provides supervised experiential learning external to the classroom. A minimum of 300 contact hours per semester or approximately twenty hours per week are spent in a community social service agency or related organization to develop social work skills and gain supervised practice in performing the role of social worker. Open to social work majors only. Must be taken concurrently with SOCW 412. Prereq: senior standing, completion of all social work major courses except 412 and 413, and consent of director of field. Sp

412 Social Work Practice II-Integration Seminar for Social Work Practicum II(3) Focus is on providing field students the opportunity of resolving issues encountered in the practicum by consulting with their peers. Under the direction of the faculty, the students participate in consultation/training and peer interaction to enhance the learning gained in the field practicum. Open to social work majors only. Must be taken concurrently with SOCW 411. Prereq: senior standing, completion of all social work major courses except 411 and 413, and consent of director of field. Sp

413 BSW Project-Research Study (3) Practice in developing, implementing, analyzing, and reporting a research project consistent with the abilities of senior level social work students. Open to social work seniors only. Sp

## Department of Teacher Education

The Department of Teacher Education offers the following programs:

- the undergraduate major in elementary education
- the professional education component for secondary and all-grade teaching majors
- minors in exceptional needs, reading, and language arts; endorsements in kindergarten education and computers
- junior high/middle school endorsement
- the Associate of Science degree program in early childhood education
- Master of Science degree programs in elementary and secondary education

## Elementary Education

The student who desires to become an elementary school teacher will complete the following minimum course of study that leads to a Bachelor of Science degree and standard license in the State of Indiana, which is valid for teaching all subjects in grades one to six inclusive. A Bachelor of Arts degree may be earned when the appropriate amount of credit in a foreign language is earned. Elementary education majors are encouraged to complete a teaching minor, also.

Information regarding course offerings, special program options such as partner school initiatives, the "Block," and current news regarding teacher education is available at Academic Programs, Teacher Education, on the University Web site, [www.usi.edu](http://www.usi.edu).

## Major-Elementary Education Requirements Social Science requirement

12 semester hours:

EDUC 302-Cultural Diversity and Human Relations in Teaching and Learning-3hrs.; History 101-The United States to 1865-3 hrs.; or 102-The United States Since 1865-3 hrs.; 111-World Civilization I, Beginnings to 1500-3 hrs.; or 112-World Civilization II, 1500-Present-3 hrs. Elective course: A three-hour course selected from the University Core Curriculum individual development/social behavior (C2) area as directed by the advisor.

## Science requirement

11 semester hours

Required courses: Science Education 393A-3 hrs.

Elective Courses: Select University Core Curriculum courses from at least two of the following areas: chemistry, biology, physics, and earth/space science

## Mathematics requirement

9 semester hours

Required courses: MATH 104-Basic Elementary Mathematics I-4 hrs.; 204-Basic Elementary Mathematics II-3 hrs.; 205-Computer Science for Teachers-2 hrs.

## Language Arts requirement

15 semester hours

Required courses: English Composition-6 hrs.; SPCH 101-Introduction to Speech-3 hrs.; EDUC 343-Children's Literature-3 hrs.; HUM 241-The Western Tradition in Literature I or 242-The Western Tradition in Literature II-3 hrs.

## Arts requirement

7 semester hours

Required courses: ART 395-Art Education-3 hrs. or EDUC 220-Introductory Craft-3 hrs.; MUS 201-Elements of Music-2 hrs. and MUS 301-Elementary Music Education-2 hrs.

## Other required courses

18 semester hours

Humanities: a second HUM survey course and Arts (B2) - 6 hrs.; PED 281-Personal Health Science-3 hrs.; PED 295-Physical Education for the Classroom Teacher-3 hrs.; Ethics (B1)-3 hrs.; Global Communities (C5)-3 hrs.

## Professional Education

Required courses: EDUC 198-Introduction to Education-3 hrs.; 201- Education Psychology: Childhood Through Pre-adolescence-3 hrs.; 214-Instructional Technology in Education-3 hrs.; 294-Foundations of

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Education-3 hrs.; 302–Cultural Diversity and Human Relations in Teaching and Learning-3 hrs.; 306–Educating Exceptional Children-3 hrs.; 366–Tests and Measurement-3 hrs.; 388–Teaching Social Studies in the Elementary School-3 hrs.; 397–Reading and Language Arts in the Elementary School-5 hrs.; 398–Balanced Reading Strategies and Practices-3 hrs.; MATH 392–The Teaching of Elementary School Mathematics-2 hrs.; \*Science Education 393B–Teaching of Science in the Elementary School-2 hrs.; 458–Synthesis Seminar in Elementary Teaching-3 hrs.; 471–Supervised Teaching in the Elementary School-9 hrs. Note \*Science Education 393A-3 hrs. also is listed under Science Requirements; Supplemental Supervised Teaching in the Elementary School 472-3 hrs. also is required if no practicum is taken.

#### General electives

Electives will be used to strengthen the student's program in relation to the individual needs or to provide for an auxiliary area or a minor.

#### Teaching Minors and Endorsements for Elementary Majors

These also supplement the General Elementary School Teacher Certificate and will be recorded on the certificate, thus qualifying the holder to teach the subject in departmentalized classes in elementary schools. They provide opportunities for elementary education majors to specialize in any one of the following areas:

Coaching

Computer

Conservation and Environmental Studies

Exceptional Needs: Mild Intervention

French

Geography

German

Kindergarten

Language Arts

Mathematics

Physical Education

Reading

Science

Social Studies

Spanish

Visual Arts

The student is directed to the minor pattern as described in the appropriate department.

#### Computer Endorsement

13 semester hours

The holder of the computer endorsement is eligible to teach a survey computer literacy course or serve as a building-level computer advisor.

Required courses: EDUC 214–Instructional Technology in Education or EDUC 4/565–Computers in the Curriculum-3 hrs; EDUC 4/566–Authoring Education Multimedia Resources-3 hrs; choose from two: EDUC 4/561–Microcomputer Applications for Educators; EDUC 4/567–Teaching and Learning at a Distance; EDUC 4/568–Advanced Instructional Technology; CIS 131, 141, 276–3 hrs; EDUC 469–Special Topics in Computer Education; or CS 499–1 hr.

#### Exceptional Needs: Mild Intervention

36 semester hours

The program allows a teaching candidate to add exceptional needs (special education) licensure to an instructional license. This minor can only be used in conjunction with a major in elementary education or a middle school/high school content area teaching major.

Exploration: EDUC 411–Foundations and Legal Issues Related to Exceptional Needs-3 hrs.

Analysis Block-Evaluation and Learning Strategies - EDUC 412–Evaluation and Exceptionality: Assessment, Interpretation, and Instructional Design-3 hrs.; EDUC 413–Learning Strategies for Students with Exceptional Needs-3hrs.; EDUC 421–Exceptional Needs: Practicum I-3hrs. Analysis Block-Inclusion and Management -EDUC 414–Inclusive Philosophy and Educational Practices-3 hrs.; EDUC 415–Management and Exceptionality: Environmental, Social, and Behavioral Aspects-3 hrs.; EDUC 422–Exceptional Needs: Practicum II-3 hrs. Synthesis Block- EDUC 416–Partnership: Family, School, Community and Exceptionality-2 hrs.; EDUC 428–Synthesis Seminar: Professional Issues in Exceptional Needs-1 hr. Take two of the following: EDUC 424–Supervised Teaching: Exceptional Needs–Elementary-Primary-6 hrs.; EDUC 425–Supervised Teaching: Exceptional Needs–Elementary-Intermediate-6 hrs.; EDUC 426–Supervised Teaching: Exceptional Needs–Middle School/Junior High-6 hrs.

Note: EDUC 306–Educating Exceptional Children-3hrs. is a prerequisite for all courses.

#### Reading Minor-Teaching

23 semester hours

This program has been designed to prepare the student for professional work in the area of reading. The minor in reading is an excellent area of specialization for both prospective elementary and secondary teachers.

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Required courses: EDUC 343–Children’s Literature-3 hrs.; 397–Reading and Language Arts in the Elementary School-5 hrs.; 398–Balanced Reading Strategies and Practices-3 hrs.; 455–Diagnostic Teaching of Reading-3 hrs.; 478–Practicum in Reading Instruction-3 hrs.; 493–Teaching Reading in the Content Areas-3 hrs.

Elective course: Three hours selected from the following: EDUC 440–Current Trends in Reading-3 hrs.; 490–Special Topics in Education-3 hrs.; or other related electives as directed by advisor.

#### Language Arts Minor-Teaching 23 semester hours

This program has been designed to prepare the student to teach language arts at the junior high/middle school level. Required courses: ENG 301–Advanced Composition-3 hrs.; 313–Introduction to Linguistics-3 hrs. or 314–Survey of English Grammars-3 hrs.; HUM 241–The Western Tradition in Literature I-3 hrs. or 242–The Western Tradition in Literature II-3 hrs.; ENG 261–Masterpieces of American Literature I-3 hrs. or 262–Masterpieces of American Literature II-3 hrs.; COMM 192–Introduction to Mass Communications-3 hrs.; EDUC 397–Reading and Language Arts in the Elementary School-5 hrs.

Elective courses: One course from \*ENG 105–Introduction to Literature-3 hrs.; 261–Masterpieces of American Literature I-3 hrs.; 262–Masterpieces of American Literature II-3 hrs.; 330–Ethnic Literature in America-3hrs.; EDUC 440–Current Trends in Reading-3 hrs.; 455–Diagnostic Teaching of Reading-3 hrs.; 493–Teaching Reading in the Content Areas-3 hrs.

\*If ENG 105 is elected, it is recommended it be taken prior to HUM 241 or 242.

#### Kindergarten Endorsement-Teaching 21 semester hours

This program has been designed to prepare the student for a professional career in Kindergarten teaching.

Required Courses: EDUC 343–Children’s Literature-3 hrs.; 242–Growth and Development of the Young Child-3 hrs.; 344–Family, School, Community Partnerships-3 hrs.; 346–Integrated Curriculum I: Cognitive Domain-3 hrs.; 347–Integrated Curriculum II: Creative/Affective-3 hrs.; 476–Kindergarten Practicum-3 hrs.; PED 281–Personal Health Science-3 hrs.

#### Junior High/Middle School Endorsement

Students completing the requirements for a teaching license in elementary education, which includes grades

1-6, may also qualify for a junior high/middle school teaching endorsement (grades 5-9) when they successfully complete the following:

1) EDUC 304 –Teaching and Learning in the Middle School and 488–The Middle School Curriculum; 2) EDUC 477–Junior High/Middle School Practicum, and 3) a minor in an approved teaching area from language arts, reading, physical education, science, social studies, mathematics or any other subject area taught in the junior high/middle school. Requirements for these minors are listed elsewhere in this publication.

#### For Secondary Education

Students who have completed the University’s secondary education program (grades 9-12) may qualify for a senior high/junior high/middle school license (grades 5-12) by completing: 1) EDUC 304–Teaching and Learning in the Middle School-3 hrs.; and 488–The Middle School Curriculum-3 hrs.; and 2) EDUC 477–Junior High/Middle School Practicum-3 hrs.

#### Professional Preparation Program for Senior High/Junior High/Middle School

The student who desires to become a senior high, junior high, and middle school teacher must complete the following pattern that leads to a Bachelor of Science degree and standard certification in the State of Indiana. This qualifies the holder to teach the specified subjects in grades 5-12.

#### Core Curriculum Requirements for Senior High/Junior High/Middle School and All-Grade Teachers

50 semester hours

See the University Core Curriculum section in this bulletin. Requirements are the same for all programs.

#### Professional Education Requirements for Senior High/Junior High/Middle School

Required Courses: EDUC 198–Introduction to Education-3 hrs.; 202–Educational Psychology: Early Adolescence Through Adolescence-3 hrs.; 214–Instructional Technology in Education-3 hrs.; 294–Foundations of Education-3 hrs.; 302–Cultural Diversity and Human Relations in Teaching and Learning-3 hrs.; 304–Teaching and Learning in the Middle School-3 hrs.; 305–Teaching and Learning in the Senior High, Junior High, and Middle School-3 hrs.; 448–Synthesis Seminar in Secondary Teaching-3 hrs.; 477–Junior High/Middle School Practicum-3 hrs.; 488–The Middle School Curriculum-3hrs; 493–Teaching Reading in the Content Areas-3 hrs.; the special methods course in the major teaching field, listed following-2-4 hrs. Supervised Teaching in the Secondary School

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473–9 hrs.; Supplemental Supervised Teaching in the Secondary School 474–3 hrs. also is required if no practicum is taken.

#### Special Methods courses

- Business Methods 397–Teaching Business in the Secondary School-3 hrs.
- Mathematics Methods 391–Teaching Mathematics in the Senior High, Junior High and Middle School-3 hrs.
- English Methods 395–Teaching English in the Senior High, Junior High and Middle School-2 hrs.
- Social Studies Methods 394–Teaching Social Studies in the Senior High, Junior High and Middle School-2 hrs.
- Communications Methods 401–Teaching Communications in the Senior High, Junior High and Middle School-2 hrs.
- Science Methods 396–Teaching Science in the Senior High, Junior High and Middle School-2 hrs.
- Foreign Language Methods 390–Teaching Foreign Languages in the Senior High, Junior High and Middle School-2 hrs.
- Art Methods 391-2 hrs.
- Art Education 395-4 hrs.
- Health Professions 478–School and Community Health Education Methods-3 hrs.
- Physical Education 396–Teaching Physical Education-3 hrs.

#### Teaching Areas

Students must select as a minimum one of the following patterns:

1. One teaching major (36 semester hours minimum)\*
2. One teaching major (36 semester hours minimum) and one or more teaching minors (24 semester hour minimum)\*
3. One all-grade major

\*Science programs include a primary area and a supporting area. Social studies programs include a primary area and two supporting areas.

#### Secondary Education Teaching Majors, Minors and Endorsements

##### Majors

Business Education  
English  
French  
German  
Health Occupations  
Mathematics  
Physical Education  
Radio-Television

Science <sup>1</sup>  
Social Studies <sup>2</sup>  
Spanish  
Speech Communication and Theatre  
Visual Arts

- <sup>1</sup> Science-Primary and supporting areas are available in biology, chemistry, earth/space science, general science, mathematics, physical science and physics.
- <sup>2</sup> Social Studies-Primary and supporting areas are available in economics, geography, government, psychology, sociology, U.S. history, and world civilization.

##### Minors

Biology  
Chemistry  
Conservation and Environmental Studies  
Earth/Space Science  
Economics  
English  
Exceptional Needs: Mild Intervention  
French  
General Science  
Geography  
German  
Government  
Health and Safety Education  
Journalism  
Mathematics  
Physical Education  
Physical Science  
Physics  
Psychology  
Radio-Television  
Reading  
Sociology  
Spanish  
Speech Communication and Theatre  
U.S. History  
Visual Arts  
World Civilization

##### Endorsements

Coaching  
Computer

For lists of course requirements for majors, minors, and endorsements, see either the appropriate sections in the Bulletin or personnel in the respective departments. Program course checklists also are available in the Bower-Suhrheinrich School of Education and Human Services.

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### Professional Preparation Program For All-Grade Education

The student who desires to become a teacher at all grade levels must complete the following requirements that lead to a baccalaureate degree and certification in the state of Indiana. This qualifies holders to teach in the subject matter field(s) for which they are licensed in any public elementary or secondary school in Indiana.

### University Core Curriculum for All-Grade Education 50 semester hours

See the University Core Curriculum section in this bulletin. Requirements are the same for secondary education and all-grade education.

### Professional Education Requirements for All-Grade Education

Required courses: 198–Introduction to Education-3 hrs.; 201–Educational Psychology: Childhood Through Pre-adolescence-3 hrs.; 202–Educational Psychology: Early Adolescence Through Adolescence-3 hrs.; 214–Instructional Technology in Education-3 hrs.; 294–Foundations of Education-3 hrs.; 302–Cultural Diversity and Human Relations in Teaching and Learning-3 hrs.; 305–Teaching and Learning in the Senior High, Junior High, and Middle School-3 hrs.; 493–Teaching Reading in the Content Areas-3 hrs.

### Professional semester:

Required courses: 448–Synthesis Seminar in Secondary Teaching or 458–Synthesis Seminar in Elementary Teaching-3 hrs.; 471–Supervised Teaching in the Elementary School or 473–Supervised Teaching in the Secondary School-9 hrs.; and 472–Supplemental Student Teaching in the Elementary School or 474–Supplemental Student Teaching in the Secondary School-3 hrs.

### Teaching Areas for All-Grade Education Majors Physical Education Visual Arts

### Associate of Science Degree in Early Childhood Education 64 semester hours

The Associate of Science degree in early childhood education is a program designed to give prospective preschool teachers and child care workers the understanding in child development and the practical experiences needed to work effectively with young children. Students who complete this program will be prepared for employment in public school child care facilities, and other child care facilities such as day care centers, day

care homes, private and cooperative nursery schools, church affiliated programs and Head Start classrooms. Students completing the associate degree also would be eligible to apply the completed course work toward a bachelor's degree in elementary education with an endorsement in kindergarten.

### Early Childhood Education-Associate Degree Requirements 64 semester hours

University Core Curriculum - 24-25 hours

- A. The mind: cognitive abilities - 9 hrs.  
ENG 101–Rhetoric and Composition I, ENG 201–Rhetoric and Composition II, and SPCH 101–Introduction to Speech
- B. The self: individual development - 6 hrs.  
B1 (Ethics)-3 hrs.  
ENG 105–Introduction to Literature or PED 281–Personal Health Science-3 hrs.

NOTE: Only one hour from PED 281 can be applied to the University Core Curriculum.

- C. The world: cultural and natural awareness–9-10 hrs.  
HIST 101, 102, 111, or 112–3 hrs.  
Science course from approved UCC list–3-4 hrs.  
Directed elective from a) individual development and social behavior, b) western culture, or c) global communities–3 hrs. NOTE: This course must be selected from the approved list of UCC courses.

### Professional Education

33 semester hours

Required courses: EDUC 241–Early Childhood Education-3 hrs; 242–Growth and Development of the Young Child-3 hrs; 343–Children's Literature-3 hrs; 256–Guidance of Young Children-3 hrs; 261–Special Needs: Early Childhood Education-3 hrs; 272–Health, Safety, Nutrition for the Young Child-3 hrs; 302–Cultural Diversity and Human Relations in Teaching and Learning-3 hrs; 344–Family, School, Community Partnerships-3 hrs; 346–Integrated Curriculum I: Cognitive Domain-3 hrs; 347–Integrated Curriculum II: Creative/Affective-3 hrs; 355–Practicum in Early Childhood Education-3 hrs.

### Related Area Electives

6-7 semester hours

These courses will be used to strengthen the student's program in relation to individual needs and are selected with the consent of the student's academic advisor.

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NOTE: No grade below C will count toward a degree in this program and a minimum cumulative grade point average of 2.5 must be maintained.

Admission to teacher education or education course prerequisite requirements do not apply to this degree.

## Course Descriptions

EDUC 198 is a prerequisite for all subsequent courses with the exception of EDUC 201 or 202 which may be taken concurrently .  
198 Introduction to Education (3) The first course taken by all education students seeking the baccalaureate degree. This course is designed to introduce students to the American school and to survey concepts of teaching and learning. Students will explore principles of instructional planning and techniques, curriculum, and evaluation. Guided field experience required. Prereq: a minimum of 24 semester hours completed. F, Sp, Su

201 Education Psychology: Childhood Through Pre-adolescence (3) Introduces theories of cognition, learning, motivation and the physical and social emotional development of children through the pre-adolescent years. Teaching methodologies defined in theories of learning and cognition as well as teacher characteristics that enhance learning motivation will be explored. Guided field experience required. F, Sp, Su

202 Educational Psychology: Early Adolescence Through Adolescence (3) Introduces the field of educational psychology, principles of human growth and development, and learning processes including the effects of prior experience, instruction, and the contexts of classrooms in early adolescence through adolescence. Guided field experience required. F, Sp, Su

205 Computer Science for Teachers (2) Provides the information and skills to utilize computers in the classroom. After an introduction to computers and terminology, students will learn to program in the BASIC language. Prereq: MATH 104, 204 or concurrent enrollment in MATH 204 or consent of instructor.

214 Instructional Technology in Education (3) Explores the design, development, selection, use, management, and evaluation of processes and resources for enhancing the teaching and learning process. These include a range of technologies from traditional media to advanced technologies. Skills in the production and use of effective print, projected, and display communications will be emphasized. Principles of page layout, typography, and graphics will be applied to the development of instructional units. F, Sp, Su

220 Introductory Crafts (3) Develops art techniques and skills in the elementary classroom. This course is designed to integrate the knowledge of art materials, skills, and creative expression as applied to art lessons in the elementary curriculum. Guided field experience required.

241 Early Childhood Education (3) Practical consideration of recent trends and techniques for the education of young children in nursery school, kindergarten, and primary grades. Observation and first-hand experiences with young children required.

242 Growth and Development of the Young Child (3) Examines the early and current theories of child development in the areas of physical/motor, psychosocial (cultural influences), and cognitive/language/literacy development of children ages birth to eight years. Focuses on the integration of research findings and theories of growth and development in early childhood practice. Guided field experience required. F, Sp

255 Child Care Services for Infants and Toddlers (3) Focuses on developing infant and toddler child (day) care services with emphasis on daily planning, equipment, health and nutritional needs, psychological needs, and parental roles.

256 Guidance of Young Children (3) Studies various theories and practices related to the guidance of young children. Emphasis on self-awareness for teachers and parents leading to setting program goals and promoting prosocial behavior. Prereq: EDUC 242.

261 Special Needs: Early Childhood Education (3) Studies the various special needs conditions, early identification and intervention approaches, and the subsequent adaptations necessary for a classroom setting. Field experience required. Prereq: EDUC 242.

272 Health, Safety, Nutrition for the Young Child (3) Studies the link between proper nutrition, health, and child development. Special health and safety needs of young children will be explored as they relate to program plans in early childhood settings. Information for teachers to share with families will be developed. Field experience required. Prereq: EDUC 242.

285 Early Childhood: Program Administration(3) Analyzes and evaluates current educational programs for young children with emphasis on the management aspects of child care programs including personnel matters (employment, training, and dismissal); policies and procedures related to health, safety, fire regulations and facility maintenance; financial planning and budgeting; supervision of program; and parent relationships. Field experience required. Prereq: completion of 15 hours in early childhood education.

294 Foundations of Education (3) Examines the nature and functions of schools, using philosophical, historical, and sociological perspectives. Special attention will be given to the ways in which the pre-service teacher's beliefs (especially about knowledge, ethics, and human life) influence educational outcomes by helping to shape classroom life. F, Sp, Su

NOTE: TEACHER EDUCATION CANDIDATES MUST HAVE PROGRAM ADMISSION STATUS FOR ENROLLMENT IN COURSES AT 300 LEVEL AND ABOVE.

302 Cultural Diversity and Human Relations in Teaching and Learning (3) Analysis of factors that influence behavior of ethnic and culturally diverse populations in schools and classrooms. The course will include principles and strategies for teaching students from various cultural and ethnic backgrounds, and for relating to students, parents, and others involved in the education of children and youth. Field experiences required. Prereq: EDUC 201 or EDUC 202. F, Sp, Su

304 Teaching and Learning in the Middle School (3) Examines the development and needs of students in the early adolescent period and addresses ways in which teachers can design learning environments and instruction to meet those needs. 16-20 hours of guided field experience required. F, Sp

305 Teaching and Learning in the Senior High, Junior High, and Middle School (3) The nature of teaching and learning, including psychological principles, instructional planning, instructional techniques, curriculum, and evaluation. Prereq: EDUC 202 and admission to teacher education. Guided field experience required. F, Sp

306 Educating Exceptional Children (3) Defines and examines the nature and needs of exceptional children. Teaching methods that address each area of exceptionality and the effectiveness of these techniques will be discussed. The role of teachers, parents, and other relevant personnel will be investigated in relation to current practices

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which include mainstreaming, inclusion, least restrictive environment, and individual education program. F, Sp, Su

343 Children's Literature (3) Introduces children's literature and its uses in elementary schools. Students read fiction and non-fiction literature, construct understandings about literacy elements, create and microteach integrative lessons, and reflect on the teaching experience. F, Sp, Su

344 Family, School, Community Partnerships (3) Examines the diversity of families and factors that influence parenting in contemporary society. Focuses on strategies to develop working partnerships with parents. Addresses ways to design parent-teacher conferences, parent education, and parent involvement in early childhood settings. Guided field experience required. F, Sp

346 Integrated Curriculum I: Cognitive Domain (3) Examines theoretical views of cognitive development with a focus on how children acquire, organize, and apply knowledge. Integrated methods and developmentally appropriate activities for math, science, language, and social studies are emphasized. Field experience required. Prereq: EDUC 242. F, Sp

347 Integrated Curriculum II: Creative/Affective (3) Examines theories and importance of creativity in children's development. Integrated methods and developmentally appropriate activities for art, music, literature, and play are emphasized. Field experience required. Prereq: EDUC 242. F, Sp

348 School-Age Child Care (3) This course examines the needs of children in school age childcare, ages 5-12 years. Emphasis is placed on the study of the environment, curriculum, and schedule necessary for developmentally appropriate school-age programs in a variety of settings. Field experience required. Prereq: EDUC 242, 346, and 347 or consent of instructor.

355 Practicum in Early Childhood Education (3) Relates theory to practice through supervised experiences in an early childhood setting. Students work under the general supervision of pre-school and University personnel. Su

366 Tests and Measurement (3) Examines methods of evaluation in the learning process. The utility of informal and formal evaluation measures will be assessed in terms of their ability to generate information that enhances more active engagement in the learning process. Students will learn to construct informal assessment measure and criterion referenced tests and to interpret descriptive statistics on standardized test measures. F, Sp, Su

388 Teaching Social Studies in the Elementary School (3) Examines and uses methods, strategies, and materials that promote the development of social studies concepts and generalizations in the developing learner with an emphasis on the learner in the integrated curriculum. The course also provides an opportunity for critical self-reflection of the individual's teaching and within a social, supportive context offers assistance for improving practice. Guided field experience required. Prereq: Admission to teacher education. F, Sp, Su

390 Teaching Foreign Languages in the Senior High, Junior High, and Middle School (2) Aims and methods of procedure in teaching foreign language. F, Sp

391 Teaching Mathematics in the Senior High, Junior High, and Middle School (2) The materials, devices, and methods of teaching mathematics. F, Sp

392 The Teaching of Elementary School Mathematics (2) The materials, devices, and methods of teaching mathematics in the elementary school. Guided laboratory experiences in local schools may be required. Prereq: MATH 104, 204, 205 and admission to teacher education.

393 Science Education (5) F, Sp, Su

A. Integrated Science: Three semester hours designed to integrate physical, biological and earth/space science concepts. The interrelatedness of all areas of science is stressed and experiences in problem-solving using scientific methods are provided.

B. Teaching of Science in the Elementary Schools: Two semester hours in study of methods and techniques used to teach science, studies related to testing and evaluation, instructional models, and performance and educational objectives. Field experiences with elementary school children are provided. It is strongly recommended that student have completed seven semester hours of science before enrolling in this course. Prereq: Admission to teacher education.

394 Teaching Social Studies in the Senior High, Junior High, and Middle School (2) Emphasis on methods and materials in social studies. Required of those who do student teaching in social studies. Prereq: 18 hours in social sciences. F, Sp

395 Teaching English in the Senior High, Junior High, and Middle School (2) Aims and methods of procedure in teaching English with emphasis on literature and composition, plus materials and organization as preparation for student teaching. F, Sp

396 Teaching Science in the Senior High, Junior High, and Middle School (2) Aims and methods of procedure in teaching science. F, Sp

397 Reading and Language Arts in the Elementary School (5) Teaching techniques and materials for the developmental reading program plus techniques for establishing oral and written expression with emphasis on understanding how language learning takes place in the elementary school. Guided field experience required. F, Sp, Su

398 Balanced Reading Strategies and Practices (3) Examines issues related to reading instruction and assessment in the context of a balanced approach that emphasizes teacher reflection and decision-making. Reading strategies, informal assessments, and organizing a classroom for reading instruction are stressed. Students implement strategies and assessments in a guided field experience. Prereq: EDUC 343 and 397 or consent of instructor. F, Sp, Su

401 Teaching Communications in the Senior High, Junior High, and Middle School (2) Application of communications principles to practical classroom use. F, Sp

405 Educational Psychology (3) A study of educational psychology in the classroom, how techniques from this area can aid the teacher in subject matter presentation and in dealing with school pupils. Irregularly offered.

411 Foundations and Legal Issues Related to Exceptional Needs (3) Examines the fundamentals for provision of special education service delivery including legal and societal aspects. Develops skills and dispositions for consultation and collaboration strategies and ability to

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design inclusive educational experiences based on disability characteristics and extent of handicap. Field experience required. Prereq: EDUC 306. F, Sp, Su

412 Evaluation and Exceptionality: Assessment, Interpretation and Instructional Design (3) Explores the purpose(s) of assessment, selection of criteria, administration techniques, need for accuracy in scoring, determination of validity of interpretation and application of data for instructional design and implementation. The development of assessment skills, awareness of legal and ethical issues, and collaboration will be emphasized. Concurrent registration in EDUC 413 and EDUC 421 required. F, Sp

413 Learning Strategies for Students with Exceptional Needs (3) Examines teaching methods appropriate for students with exceptional needs. Emphasis is placed on all phases of the instructional process based on assessment of student needs, developmental plans, appropriate implementation and evaluation of effective instruction. Concurrent registration in EDUC 412 and EDUC 421 required. F, Sp

414 Inclusive Philosophy and Educational Practices (3) Emphasizes individualized educational experiences for all students through adaptations/accommodations in general, modified or alternative curriculum appropriate to a student's unique needs both academically and socially. Concurrent registration in EDUC 415 and EDUC 422 required. F, Sp

415 Management and Exceptionality: Environmental, Social and Behavioral Aspects (3) Examines strategies for teaching appropriate social skills and behavioral intervention strategies including conflict resolution and crisis intervention. Includes a study of learning theory, experiential learning, role-playing and relationships to behavioral intervention and assessment plans. Concurrent registration in EDUC 414 and EDUC 422 required. F, Sp

416 Partnership: Family, School, Community and Exceptionality (2) Studies the coordination of school, home, and community resource for the educational, physical and social growth of children with exceptional needs. Communication strategies will be emphasized to create cooperative collaborative partnerships. Concurrent registration with supervised teaching and EDUC 428 required. F, Sp

421 Exceptional Needs: Practicum I (3) Introduces observation, instruction and evaluation skills in effective assessment and implementation of effective individualized education plans/programs for academic success. Concurrent registration with EDUC 412 and EDUC 413 required. F, Sp

422 Exceptional Needs: Practicum II (3) Introduces observation, instruction and evaluation skills in effective assessment and implementation of effective individualized education plans/programs for success in academic and nonacademic environments. Concurrent registration with EDUC 414 and EDUC 415 required. F, Sp

424 Supervised Teaching: Exceptional Needs–Elementary-Primary (6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Elementary-Primary level. Concurrent registration in EDUC 416 and EDUC 428 required. F, Sp

425 Supervised Teaching: Exceptional Needs–Elementary-Intermediate (6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Elementary-Intermediate level. Concurrent registration in EDUC 416 and EDUC 428 required. F, Sp

426 Supervised Teaching: Exceptional Needs–Middle School/Junior High (6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Middle School/Junior High level. Concurrent registration in EDUC 416 and EDUC 428 required. F, Sp

428 Synthesis Seminar: Professional Issues in Exceptional Needs (1) Utilizes reflective processing and mentoring during supervised teaching experiences to support successful professional performance. Concurrent registration with supervised teaching and EDUC 416 required. F, Sp

440 Current Trends in Reading (3) The teaching of reading undergoes a variety of changes based on the social and political climate. This course offers the opportunity for students to explore trends and issues that are currently impacting the teaching of reading. Topics that may be explored: New instructional programs, state mandates in reading instruction, changing state and national standards, phonics instruction.

443 Production of Instructional Materials (3) Planning, preparing and evaluating teacher-produced software. Units include such areas as production, planning, graphic, photographic, and audio media. Production within units is based upon the individual's purposes and interests. Practical experiences in preparing software are emphasized. Prereq: EDUC 214, or consent of instructor.

448 Synthesis Seminar in Secondary Teaching (3) Capstone Seminar in Secondary Teaching. A preprofessional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core Curriculum, subject area coursework, and professional education core. The course also examines case studies which present issues faced by teaching professionals in secondary school settings. Prereq: permission of director of field experiences in education. F, Sp

455 Diagnostic Teaching of Reading (3) Emphasizes diagnostic teaching in which teachers assess reading during instruction. A model of diagnostic decision-making is presented that encourages the teacher of reading to view assessment and instruction as interacting and continuous processes. A variety of formal and informal assessment measures are studied for their assessment and instructional value.

458 Synthesis Seminar in Elementary Teaching (3) Capstone Seminar in Elementary Teaching. A pre-professional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core Curriculum, subject area coursework, and professional education core. The course also examines case studies which present issues faced by teaching professionals in elementary school settings. Prereq: permission of director of field experiences in education. F, Sp

460 Seminar in Elementary Supervised Teaching (2) Designed to develop insight during laboratory experiences of student teachers. It is also open to advanced teachers.

461 Microcomputer Applications for Educators (3) Examines ways computers can be used as productivity and instructional tools in educational settings. Applications include word processing, spreadsheets, databases, and utility programs.

465 Computers in the Curriculum (3) Focuses on the integration of technology into the school curriculum. Explores educational and management software, productivity tools, emerging technologies (e.g., CD-ROM, laserdisc, multimedia/hypermedia, telecommunications).



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instructional strategies, key issues and trends related to computer technology in the teaching/learning environment. Prereq: EDUC 461 or equivalent strongly recommended, but not required. F, Sp, Su

466 Authoring Educational Multimedia Resources (3) Focuses on the systematic design and development of educational software and multimedia resources. Students plan instructional sequences, then apply computer programming and courseware design skills to the development of informational, instructional, and constructional resources. Internet, laserdiscs, CD-ROM, CD-audio, digitized audio, digitized still and motion video, and scanned images are incorporated into multimedia projects. Interdisciplinary multimedia thematic units also are developed. Prereq: EDUC 214, 465, or equivalent.

467 Teaching and Learning at a Distance (3) Focuses on the process of connecting learners with remote resources as primary or secondary means of learning. Examines the systematic design and development of distance learning environments (e.g., video, computer, and Internet-based delivery systems) with special consideration to learner needs and varied communication channels. Students plan and design instructional sequences, then apply distance learning techniques that address issues such as the need for real-time vs. delayed interaction. The evolving roles of technology, faculty, and learners are discussed. The course will be taught using the technologies demonstrated in class. Prereq: EDUC 214, 465, or equivalent.

468 Advanced Instructional Technology (3) Focuses on technical and management skills needed to coordinate the technology program in a school. Technical topics include analyzing computer and networking environments (i.e., wiring, services, hardware, software), advanced instructional development, and conducting technology installation, maintenance, repair, and upgrades. Job development and technical troubleshooting will be explored. Management topics include technology planning, implementation, and evaluation, staff development, facilities design, budgeting, and grant writing. Prereq: EDUC 214, 465, or equivalent.

469 Special Topics in Computer Education (1-3) Explores contemporary topics or innovative developments related to the integration of computers and other technology into educational settings. Semester credit hours available determined by faculty. Repeatable for maximum of five credit hours. Prereq: consent of instructor. F, Sp

471 Supervised Teaching in the Elementary School (9) Orientation, participation, and actual teaching in the elementary grades. Enrollment only by permission of director of field experiences in education. F, Sp

472 Supplemental Supervised Teaching in the Elementary School (3) Participation and actual teaching in the elementary grades. Enrollment only by permission of director of field experiences in education. F, Sp

473 Supervised Teaching in the Secondary School (9) Orientation, participation, and actual teaching in the secondary grades. Enrollment only by permission of director of field experiences in education. F, Sp

474 Supplemental Supervised Teaching in the Secondary School (3) Participation and actual teaching in the secondary grades. Enrollment only by permission of director of field experiences in education. F, Sp

476 Kindergarten Practicum (3) For students on the elementary curriculum who wish to be certified for teaching in kindergarten. Enrollment only by permission of director of field experiences in education. F, Sp

477 Junior High/Middle School Practicum (3) Responsible teaching, under supervision, at the junior high/middle school level. The student will design, teach, and evaluate specific learning experiences. Prereq: EDUC 304 or 488. Enrollment only by permission of director of field experiences in education. F, Sp

478 Practicum in Reading Instruction (3) Practicum includes actual experiences in a field reading situation, under the supervision of public school and college personnel. Enrollment only by permission of director of field experiences in education. F, Sp

488 The Middle School Curriculum (3) Designed to serve the needs of those concerned with the development and organization of the middle school program. It encompasses a consideration of the theory and processes of curriculum planning and evaluation. F, Sp

490 Special Topics in Education (1-3) Course is devoted to each offering to the study of a contemporary topic or innovative development in education. Semester credit hours available for each offering and course requirements are determined by the education faculty.

493 Teaching Reading in the Content Areas (3) Teaching techniques and materials for the developmental reading program in the middle, junior, and senior high school. Emphasis is given to both basic skills in reading and to reading in the various curriculum areas. Prereq: admission to teacher education. F, Sp

494 Workshop in Reading (2) An analysis of instructional programs in content areas with emphasis on both developmental reading and remedial procedures.

498 Current Research in Education (1-3) A survey of current research in education. Designed to meet individual needs of students.

499 Individual Study in Educational Psychology (1-3) A survey of current research in learning. Designed to meet individual needs of students.

NOTE: Methods courses in secondary education do not count toward the major or minor.

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# SCHOOL OF LIBERAL ARTS

[www.usi.edu/libarts/libarts.htm](http://www.usi.edu/libarts/libarts.htm)

Iain L. Crawford, Ph.D., *Dean*

Thomas A. Wilhelmus, Ph.D., *Associate Dean*

Margaret A. Skoglund, Ph.D., *Chair, Art and Music Department*

Dal M. Herring, Ph.D., *Chair, Communications Department*

Walter K. Everett, Ph.D., *Chair, English Department*

Carol MacKay, Ph.D., *Chair, Foreign Language Department*

Nancy Rhoden, Ph.D., *Chair, History Department*

Paul B. Raymond, Ph.D., *Chair, Philosophy and Political Science Department*

Joseph J. Palladino, Ph.D., *Chair, Psychology Department*

Stephen C. Zehr, Ph.D., *Chair, Sociology Department*

The School of Liberal Arts offers students the opportunities, first, to develop the fundamentals of a liberal education upon which to base a lifetime of learning and, second, to concentrate in studies that form the foundation for professional pursuits.

The School includes the Departments of Art and Music, Communications, English, Foreign Languages, History, Political Science and Philosophy, Psychology, and Sociology. Through these departments, the School offers more than 30 majors and emphases and a similar number of minors. Students interested in teaching careers may seek secondary education licensing in art, communications, theatre, English, French, German, Spanish, and social studies.

## The Liberal Arts and a Liberal Education

A liberal education, in the words of Martha Nussbaum, is the “cultivation of the whole human being for the functions of citizenry and life.” At  $\hat{\text{A}}_{\pm\pm}\langle\theta^{\circ}\hat{\text{E}}$  this cultivation is the goal of the University Core Curriculum, many of the courses for which are offered in Liberal Arts. Complete details of the core are available at [www.usi.edu/libarts/ucc-core.htm/](http://www.usi.edu/libarts/ucc-core.htm/). Students should consult with their advisors in developing a specific plan for completing these requirements. Those students majoring in Liberal Arts disciplines, except those seeking teacher certification in secondary education, fulfill the Synthesis requirement of the University Core by taking LIBA 497: Capstone Studies.

**Bachelor of Arts and Bachelor of Science Degrees**  
Four-year degree programs in the School of Liberal Arts lead to either a Bachelor of Arts or a Bachelor of Science degree. The Bachelor of Arts degree at  $\hat{\text{A}}_{\pm\pm}\langle\theta^{\circ}\hat{\text{E}}$  requires a minimum of 12 hours of instruction in an individual foreign language or the demonstration of competence at the intermediate level through an appropriate language examination.

The Bachelor of Arts, with its emphasis upon the study of a foreign language and a broad knowledge base, is especially valuable for students who hope to go on to graduate studies. Those considering graduate school should consult with their advisors about the B.A. option.

## Teacher Licensing Policy

Many students majoring in disciplines in the School of Liberal Arts prepare themselves to teach in secondary schools (high schools, junior high schools, or middle schools). Although these candidates for licensing may take some education courses in their freshman and sophomore years, formal application for admission to the secondary education program (under the direction of the Bower-Suhrheinrich School of Education and Human Services) does not occur until they have completed their 55th credit hour. The procedure for application and admission to professional education is:

A student normally applies for admission to the teacher education program in the semester in which he/she enrolls for the 55th semester hour of credit. As part of the application process the student will be interviewed by both the major and minor departments. A student should ask his or her advisor to arrange the interview.

When a student requests the interview, the advisor will establish a committee consisting of two to three faculty members who know the student from class. This committee will meet as soon as possible to interview the student, review his or her record, and decide on its recommendation.

The committee may decide as follows: (1) to admit the student unconditionally; (2) to admit with specific conditions; (3) to reject the student. The chair of the committee will record the committee’s decision on the student’s application form and return the form to the stu-

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dent. One copy of the recommendation will be placed in the student's advising folder. The committee will send a copy of the recommendation to the Teacher Education Department and a copy to the student.

Among factors the committee will consider in making its decision are the student's academic record, performance in classes, course work completed, ability to organize and present material orally, and general promise. In particular, University regulations require that a student admitted unconditionally to the teacher education program must carry a grade point average of at least 2.75, both in the major and overall.

A transfer student who applies for admission before completing a full semester at  $\bar{A} \pm \pm \ll \emptyset \bar{E}$  may be admitted conditionally, at the discretion of the advisor. After completing one semester, such a student must be interviewed as previously described so that a permanent decision can be made. The interview may be postponed until the student has completed courses with  $\bar{A} \pm \pm \ll \emptyset \bar{E}$  Liberal Arts faculty members.

## Anthropology

A student may appeal the decision of the interview committee to the dean. While no major or minor programs are projected at this time, eleven courses in anthropology are presently available. Course work for anthropology is being developed within the framework of sociology. Six credit hours in anthropology will count toward a major in sociology, and three hours toward a minor in sociology.

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

101 Introduction to Anthropology (3) A survey of major areas and contributions of anthropology. Physical anthropology, linguistics, archaeology, and cultural anthropology are examined separately and in terms of their interrelations. Biological evolution, cultural evolution, and the nature of culture are major topics discussed. No prereq. F, Sp, Su

200 Special Topics in Anthropology (3) A study of selected topics of current interest and importance in anthropology. These topics will vary in accordance with the interests of the students and faculty. Students may repeat the course without limit as the topic changes. No prereq.

251 Peoples of Latin America (3) An introduction to the ethnology and ethnography of Latin America with emphasis on Indian, peasant, and urban communities of Mexico, highland South America, and the Amazon Lowlands. No prereq. ANTH 101 recommended. Sp

253 Africa, Mid-east, and South Asia (3) A course in comparative ethnography introducing students to the contemporary cultures of the people of Africa, the Middle East, Pakistan, India, Bangladesh, and Sri Lanka. The emphasis is on the impact of modernization on traditional cultures. No prereq.

255 The Cultures of Asia (3) An introduction to the cultures of Asia, especially China and Japan, but also including Southeast Asia, Indonesia, the Philippines, Australia, New Guinea, and the Pacific Islands. The theme of the course is the impact of modernization on traditional cultures. No prereq. F, Sp, or Su

261 Introduction to Archaeology (3) An introduction to archaeological theories, concepts and methods, and their application in the reconstruction of both prehistoric and historic cultures. This course includes laboratory sessions during class periods and a weekend field project. No prereq. Sp

262 Archaeology of North America (3) Designed to introduce students to the cultural history of North America before European conquest, focusing on the processes of social and cultural evolution. No prereq. ANTH 101 or ANTH 261 recommended. F

305 Indians of North America (3) The ethnography of Native American cultures through a detailed study of representative tribal units by cultural areas. The course includes an examination of historic Native American cultures from first contact with Europeans to the role of North American Indian populations as an important ethnic group in modern American life. Prereq: ANTH 101 or ANTH 262 or permission of instructor.

333 Cultural Anthropology (3) A global, comparative study of all aspects of culture. Topics comprise technology, political economy, social organization, gender, religion, values, war, languages, ethnicity, and cultural change. Prereq: ANTH 101 or permission of the instructor.

353 Human Origins (3) An examination of the biological bases of human society and culture. This course surveys human evolution from pre-human ancestors to the appearance of homo sapiens. Prereq: ANTH 101.

407 Psychological Anthropology (3) Examines theories of the relationship of culture and the individual. Topics covered include cognition and perception, enculturation processes, emotional patterning, "national character," culture change, and deviant behavior, from a cross-cultural perspective. Prereq: ANTH 101 or SOC 121 or PSY 201.

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## Art

The contributions of visual creativity to the development of human potential are explored by students choosing art as a part of their liberal education. A degree in art prepares students for careers in the studio arts, the teaching of art, graphic design, art history, and arts administration.

The Art Department offers a four-year curriculum leading to a major in art with a Bachelor of Science or a Bachelor of Arts degree. The latter requires 12 hours of a foreign language and is recommended to students interested in advanced degrees. The department also offers minors in art and art history. Students within the art major may choose an emphasis in a particular studio area or graphic design. Additionally, two curricula are available for students preparing to enter the teaching profession: an art education major for both the elementary and secondary teaching levels, and a major for secondary teaching only. Also available are minors in elementary or secondary teaching of art.

The Art Department is affiliated with the New Harmony Gallery of Contemporary Art, which provides continuous art exhibitions during the academic year and hosts the Senior Seminar Exhibition in January. An internship program allows senior art students to work in professional settings at design firms, museums, and galleries in the area. The culmination of each year's work is the student art exhibition held on campus each spring.

Major - Art, Studio Emphasis  
45 semester hours

NOTE: HUM 221—Western Tradition in Art History I, and HUM 222—Western Tradition in Art History II, which are taught by Art Department faculty, are found under the listing for Humanities courses and count as part of the Core Curriculum.

Required courses: 103—Color and Design, 3 hrs.; 104—Design in Materials, 3 hrs.; 105—Drawing, 3 hrs.; 106—Drawing and Composition, 3 hrs.; 205—Figure Drawing I, 3 hrs.; 206—Figure Drawing II, 3 hrs.; HUM 221—Western Tradition in Art History I, 3 hrs.; HUM 222—Western Tradition in Art History II, 3 hrs.; 493—Senior Art Seminar, 3 hrs.; and two 300 or 400 level art history courses (6 hrs.).

Elective courses : Twelve hours selected from art course offerings as directed by advisor.

Major - Art, Graphic Design Emphasis  
45 semester hours

Required courses : 103—Color and Design or 104—Design in Materials, 3 hrs.; 105—Drawing, 3 hrs.; 106—Drawing and Composition, 3 hrs.; 131—Introduction to Graphic Design, 3 hrs.; 205—Figure Drawing I, 3 hrs.; 275 Computer Graphics I, 3 hrs.; HUM 221—Western Tradition in Art History I, 3 hrs.; HUM 222—Western Tradition in Art History II, 3 hrs.; 493—Senior Art Seminar, 3 hrs.; and two 300 or 400 level art history courses (6 hrs.).

Directed Electives : Twelve hours selected from specific graphic design and advertising courses as directed by advisor.

Minor - Art  
24 semester hours

Required courses : 103—Color and Design, 3 hrs.; 104—Design in Materials or ART 131—Intro to Graphic Design, 3hrs.; 105—Drawing, 3 hrs.; 106—Drawing and Composition, 3 hrs. or 205—Figure Drawing I, 3 hrs.; one 300-400 level art history course, 3hrs.

Elective courses : Nine hours selected from art course offerings as directed by advisor.

Minor - Art History  
24 semester hours

Required courses : HUM 221—Western Tradition in Art History I, 3 hrs.; HUM 222—Western Tradition in Art History II, 3 hrs.; three 300-level art history courses, 9 hrs.; two 400-level seminar courses, 6 hrs.; one course from the following: ART 103—Color and Design, 3 hrs.; ART 104—Design in Materials, or an additional 300 or 400 level art history course, 3 hrs.

Teacher Certification (Art)

Note: Please review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin.

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## All Grade Major—K-12 Teaching (Art)

52 semester hours

Required courses : 103—Color and Design, 3 hrs.; 104—Design in Materials, 3 hrs.; 105—Drawing, 3 hrs.; 205—Figure Drawing I, 3 hrs.; 315—Jewelry I, 3 hrs.; HUM 221—Western Tradition in Art History I, 3 hrs.; HUM 222—Western Tradition in Art History II, 3 hrs.; 311—Painting I, 3 hrs.; 313—Ceramics I, 3 hrs.; Art 315, Jewelry I, 3 hrs.; 341—Sculpture I, 3 hrs.; 391—Art Methods, 2 hrs.; 395 — Art Education, 3 hrs.; 353.

Elective courses : Fourteen hours selected from offerings as directed by advisor.

## Major—Secondary Teaching (Art)

38 semester hours

Required courses : 103—Color and Design, 3 hrs.; 104—Design in Materials, 3 hrs.; 105—Drawing, 3 hrs.; 205—Figure Drawing I, 3 hrs.; HUM 221—Western Tradition in Art History I, 3 hrs.; HUM 222—Western Tradition in Art History II, 3 hrs.; 311—Painting I, 3 hrs.; 313—Ceramics I, 3 hrs.; 315—Jewelry I, 3 hrs.; 341—Sculpture I, 3 hrs.; 391—Art Methods, 2 hrs.; 353– 19th Century Art, 354– 20th Century Art, or 355– Contemporary Art, 3 hrs.

Elective courses : Three hours selected from offerings as directed by advisor.

## Minor—Elementary or Secondary Teaching (Art)

24 semester hours

Required courses : 103—Color and Design, 3 hrs.; 104—Design in Materials, 3 hrs.; 105—Drawing, 3 hrs.; 205—Figure Drawing I, 3 hrs.; HUM 221—Western Tradition in Art History I, 3 hrs.; 315—Jewelry I, 3 hrs.; 341—Sculpture I, 3 hrs.; 391—Art Methods, 2 hrs. or 395—Art Education, 3 hrs.

## Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

103 Color and Design (3) An introduction to the two dimensional arts through projects based on the fundamentals of design and study of color theory. A wide variety of art media and techniques are presented to prepare students for courses in painting, printmaking, and graphic design. No prereq. F, Sp

104 Design in Materials (3) An introduction to the process of developing three-dimensional concepts in visual art, using various media such as wood, metal, and clay. No prereq. F, Sp

105 Drawing (3) Investigation of basic drawing concepts, such as line quality, negative space, perspective, and use of value. Course will concentrate on techniques in black and white drawing media. No prereq. F, Sp

106 Drawing and Composition (3) Continuation of ART 105, concentrating on development of finished compositions in drawing. Course will explore techniques in color media. Prereq: ART 105 or consent of instructor. F, Sp

131 Introduction to Graphic Design (3) Problems in visual communications such as layouts, trademarks, posters, and invitations. Exploration of the influence of reproduction procedures on design, stressing practical and technical possibilities and limitations. No prereq. F, Sp

201 Introduction to the Visual Arts(3) A basic survey of the media, elements, and organization of painting, graphics, sculpture, and architecture. Art 201 is not acceptable for Art Majors in B2 The Arts. No prereq. F, Sp

205 Figure Drawing I (3) Drawing the human figure, stressing form, structure action of the human figure. No prereq. F, Sp

206 Figure Drawing II (3) Drawing the human figure from the posed model with various props. Prereq: ART 205. F, Sp

253 Art of Ancient Mexico (3) The Art of Mesoamerica and the development of civilization in Mesoamerica which is located in southern Mexico, Guatemala, Belize and Honduras; examination of the Olmec, Maya, Aztec and other groups as well as the period of conquest and current conditions among the native peoples of the region. No prereq. Sp

273 Introduction to Photography(3) Development of basic skills in black and white photography, including film development, enlarging, printing, mixing chemicals, and mounting. Student must provide adjustable 35mm camera and photo supplies. No prereq. F, Sp, Su

275 Computer Graphics I (3) This course explores the computer as a creative tool for designers, artists, and persons in the media arts. It familiarizes students with the concepts used in creative software programs for graphics. The primary emphasis is on the creative uses of computers in the arts, design, and media. Prereq: ART 105 or ART 131, or consent of instructor. F, Sp

276 Computer Graphics II (3) This course investigates the design and production issue of generating computer graphics for print or electronic media. It provides an understanding of the technical process of creating projects incorporating scanned and computer-oriented images and text. Students will gain experience integrating various computer applications and input/output hardware. Prereq: ART 275 or consent of instructor. F, Sp

311 Painting I (3) Focuses on traditional techniques in oil/acrylic painting media. No prereq. F, Sp, Su

312 Painting II (3) A continuation of ART 311, with emphasis on experimental/non-traditional painting techniques. Prereq: ART 311. F, Sp, Su

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- 313 Ceramics I (3) Introduction to basic methods of working with clay. Throwing, hand building, and a variety of techniques will be covered. No prereq. F, Sp
- 314 Ceramics II (3) A continuation of ART 313. Emphasis on more complex forms and glazes. Introduction to clay and glaze formulation and continued development of firing techniques. Prereq: ART 313. F, Sp
- 315 Jewelry I (3) The theory and practice of making jewelry and metal objects. Introduction to the fundamentals of fabrication and construction techniques. Prereq: ART 104 or consent of instructor. F, Sp
- 316 Jewelry II (3) Continued development in making jewelry and metal objects. Further technical exploration in metal media. Prereq: ART 315. F, Sp
- 331 Advertising Illustration, Black and White (3) A progression of black and white drawing projects with exposure to typical commercial illustration possibilities. Emphasis on the illustrator's professional dealings with art directors, graphic designers, and clients. Class will stress expanded drawing ability, composition, and design as inherent components of finished illustrations. Prereq: ART 131 or consent of instructor. Sp
- 332 Advertising Illustration, Color (3) Exploration of pictorial communication common to all phases of advertising. Emphasis placed upon color-oriented techniques. Course will include extensive individual research and consideration of all elements related to the project. Prereq: ART 131 or consent of instructor. F
- 341 Sculpture I (3) Introduction to processes and materials essential to the creation of three-dimensional art, accompanied by concept development to create successful sculpture. Prereq: ART 104 or consent of instructor. F, Sp
- 342 Sculpture II (3) Continuing involvement with sculptural processes and materials with emphasis on concept development. Prereq: ART 341. F, Sp
- 343 Renaissance Art (3) A survey covering major movements, largely in Italy, in the period c. 1300-1600, including the Proto-Renaissance, Early Renaissance, High Renaissance, Mannerism, and Late Renaissance. Prereq: HUM 221 and 222 or consent of instructor. F
- 344 Baroque Art (3) A survey covering major movements in Europe and the Americas in the period 1600 - 1800, including the art and architecture of the Early Baroque, High Baroque, and Rococo. Prereq: HUM 222 or consent of instructor. S
- 351 Woodworking I (3) Introduction to fundamental woodworking techniques. Emphasis will be placed on developing an understanding of basic wood joinery, machinery operation, and the development of an original design. Prereq: ART 104 or consent of instructor. F, Sp
- 352 Woodworking II (3) Continued experience in woodworking. The emphasis will be placed on merging the utilitarian form with the sculptural aesthetic. Prereq: ART 351. F, Sp
- 353 Nineteenth Century European and U.S. American Art (3) Covers the major movements in the period c. 1780-1880, emphasizing Romanticism, Neo Classicism, Realism, and Impressionism. Prereq: HUM 221 and 222 or consent of instructor. F
- 354 20th Century European and American Art (3) The continuation of ART 353 covering the major movements in the period c. 1880-1980, including Post Impressionism, Cubism, Fauvism, Expressionism, DaDa, Surrealism, Abstract Expressionism, Pop, the Muralists, and non objective art. Prereq: HUM 221 and 222 or consent of instructor. Sp
- 355 Contemporary Art (3) The continuation of ART 354 covering the movements and artists in the period c. 1970-the present. Prereq: HUM 221, 222 and ART 354 or consent of instructor. F
- 361 Printmaking I (3) Introduction to mono-printing, papermaking, black and white lithography, and woodcut techniques. No prereq. F, Sp
- 362 Printmaking II (3) Introduction to black and white intaglio printmaking as well as basic color techniques in lithography, woodcut, and monoprint techniques. Prereq: ART 361. F, Sp
- 372 Techniques of Video Field Production(3) An introduction to the theory and practice of motion picture production with emphasis on using the camera, lighting, achieving special effects, and becoming skillful at using the tools of the editing room. A portion of the course is devoted to a criticism of the students' productions and other motion pictures. No prereq.
- 373 Advanced Photography (3) Major emphasis will be on students learning to generate and intensify their personal statements through experimentation with black and white photography and alternative processes. Students will be encouraged to select their own projects and work with their individual ideas under the guidance of the instructor. Prereq: ART 273. Sp
- 375 Computer Graphics III (3) This course will emphasize the creation of innovative visual layouts by having students analyze the communication problem, define the most appropriate approach, and produce creative and aesthetic solutions using the computer. Various media will be used to implement these solutions including printing, advertising, packaging, exhibitions, and electronic media. Prereq: ART 276 or consent of instructor. F, Sp
- 376 Computer Graphics IV (3) This course offers advanced study in computer graphics allowing students to expand their computer knowledge and critically investigate the theoretical and practical issues of generating computer art. Students will propose, design, and produce individual and team projects suitable for their senior portfolio. Prereq: ART 375 or consent of instructor. F, Sp
- 391 Art Methods (2) Philosophy and methods of teaching art at the secondary level. Development of teaching objectives, unit plans, course curricula, equipment, and supply needs for discipline-based art education program. Open to art education majors and minors. Sp
- 395 Art Education (3) Development of art skills and appreciation, emphasizing projects for use in K - middle school art classes, and integration of artistic/creative thinking into the elementary curriculum. For elementary education majors and art education majors and minors. F, Sp
- 399 Select Topics in Studio Art (3) An intensive study of specialized topics in the visual arts. Repeatable with change in course content. Prereq: junior standing or consent of instructor. F, Sp

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400 Special Problems in Art (3) Course by appointment with any of the full-time art faculty. Problems related to specific training within a specific area of art. This course may be repeated three times for total of nine credits. Prereq: junior or senior standing, consent of instructor. F, Sp, Su

405 Figure Drawing in Composition III (3) Composing with the human figure, using props, and experimenting with various media. Prereq: ART 206. F, Sp

406 Figure Drawing in Composition IV (3) An extension of ART 405, drawing the human figure from posed model in composition, using various media. Prereq: ART 405. F, Sp

411 Painting III (3) Development of a series of works which relate conceptually, stylistically, and/or technically. Prereq: ART 312. F, Sp, Su

412 Painting IV (3) Advanced work developing personal aesthetic vision in painting media. Prereq: ART 411. F, Sp

413 Ceramics III (3) Advanced methods of working with clay and glazes. More independent projects will be required. Demonstrated ability to load, fire, and operate kilns is required. Prereq: ART 314. F, Sp

414 Ceramics IV (3) A semester of intense ceramic work. Projects must indicate a comprehensive understanding of ceramic techniques. Prereq: ART 413. F, Sp

415 Jewelry III (3) Continuation of ART 316 with emphasis on individual direction within the jewelry media. Prereq: ART 316. F, Sp

416 Jewelry IV(3) Continuation of ART 415 with concentrated effort on personal development within the jewelry media. Prereq: ART 415. F, Sp

441 Sculpture III (3) Advanced experience in sculpture processes and materials, emphasis on conceptualization and development of personal aesthetic. Prereq: ART 342. F, Sp

442 Sculpture IV (3) Continuing advanced experience in sculptural processes and materials with emphasis on concept and personal aesthetic development. Prereq: ART 441. F, Sp

451 Woodworking III (3) Advanced experience in woodworking with emphasis on furniture design. Prereq: ART 352. F, Sp

452 Woodworking IV (3) Advanced experience in woodworking with emphasis on structural possibilities of wood. Prereq: ART 451. F, Sp

461 Printmaking III (3) Intermediate methods in intaglio, lithography, woodcut, and monoprint techniques. Prereq: ART 362. F, Sp

462 Printmaking IV (3) Advanced methods in intaglio, lithography, woodcut, and monoprint techniques. Prereq: ART 461. F, Sp

490 Special Problems in Art History (3) An intensive study of some selected problems, areas, and movements in the field of the visual arts. Repeatable with change in course content. Prereq: HUM 221 and HUM 222 or consent of instructor. F, Sp, Su

493 Senior Art Seminar (3) A capstone course for art and art education majors combining discussion of current aesthetic issues in the visual arts with practical knowledge in career or graduate school preparation, as well as evaluation of student's artistic growth and potential. Prereq: senior status or consent of instructor. F

498 Internship in Art (3) A course to complement classroom and studio experience by providing professional work situations with an employer. The course requires a minimum of 150 hours of supervised professional work, two written evaluations by the supervisor, two on-site visits by a University official, maintenance of a portfolio of completed work, and periodic interviews with an art faculty member. Open to juniors and seniors. Prereq: approval of Art Department chairperson. Grades will be assigned as Satisfactory or Unsatisfactory only. F, Sp, Su

## Communications

Communications is one of the largest growth industries in the nation, employing more than a million people and providing hundreds of different career opportunities.

The communications faculty has developed the five different majors listed to assist students in selecting courses according to individual interests and career goals. Students may select a Bachelor of Arts, Bachelor of Science, or Associate of Science degree.

The Bachelor of Arts degree requires 12 semester hours in the same foreign language or demonstration of proficiency at that level of study.

In order to enroll for any communications internship, a student must have an overall grade point average of 2.5, a GPA of 3.0 in major coursework, have completed 84 hours, and have completed 24 hours in the major including all 100-200 level courses.

Students must earn a grade of C or better in any course applied toward any major or minor in the Department of Communications.

The mass communication majors of Public Relations and Advertising, Journalism and Computer Publishing, and Radio and Television adhere to the guidelines of the Accrediting Council for Education in Journalism and Mass Communication. Students in these three majors must take a minimum of 80 hours in courses outside of these majors, including no fewer than 65 hours in liberal arts and sciences courses. No more than 16 semester hours of lower division coursework (100-200 level) may be counted in the major. Mass communication majors may not select a mass communication minor. No more than 12 semester hours of mass communication courses taken at a junior college may be transferred into a mass

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communication degree program. Mass communication transfer courses not accepted toward the major cannot be used as elective credit toward the 124 hours required for a bachelor's degree. Students in the mass communication majors must pass the department's grammar, punctuation, and spelling examination prior to being admitted to junior and senior level classes in the major.

Communications students should be able to keystroke accurately a minimum of 30-40 words per minute. If not, two hours of ASBE 121 Keyboarding is recommended.

Communications majors (B.A. or B.S.)  
33-43 semester hours, depending upon major

Major in Communication Studies

39 semester hours

Communication Studies connects two important aspects of a liberal arts education: the liberal arts and professional preparation. By incorporating writing, speaking, and computer-mediated communications across the curriculum, the Communication Studies program explores communication in various contexts and forms.

Communication Studies faculty work with students so that they can meet the current needs of business and industry leaders who demand that college graduates demonstrate effective communication skills, problem-solving abilities, and leadership experience in addition to the ability to think critically and conceptually. Students emerge from the major in Communication Studies as proficient, critical consumers and producers of messages and interactions at the personal, social, civic, and professional levels. Graduates pursue various careers. For example, many work in sales, retail-management, non-profit organizations, human resources, corporate training programs, government agencies, and the health care industry, while others own their own businesses or attend graduate school.

Required courses-18 hours : SPCH 101—Introduction to Speech, 3 hrs.; SPCH 107—Introduction to Interpersonal Communication, 3 hrs.; SPCH 204—Business and Professional Speech, 3 hrs.; SPCH 214—Small Group Discussion, 3 hrs.; SPCH 303—Introduction to Persuasion, 3 hrs.; SPCH 301—Communication Criticism and Analysis, 3 hrs. or COMM 495—Mass Communication Research, 3 hrs.

Communication Studies electives -21 hours : SPCH 203—Introduction to Performance Studies, 3 hrs.; PRL 261—Introduction to Public Relations, 3 hrs.; CPT 275—Computer Publishing, 3 hrs.; SPCH 312—Interviewing Principles and Practices, 3 hrs.; SPCH 313—Advanced Performance Studies, 3 hrs.; SPCH 314—Organizational Communication, 3 hrs.; SPCH 315—Readers Theatre, 3 hrs.; CPT 374—Electronic Communications, 3 hrs.; SPCH 307—Nonverbal Communications, 3 hrs.; SPCH 317—Intercultural Communication, 3 hrs.; SPCH 400—Independent Study, 3 hrs.; SPCH 402—Gender, Communication and Culture, 3 hrs; SPCH 409—Seminar in Interpersonal Communication, 3 hrs.; SPCH 419—Seminar in Organizational Communication, 3 hrs.; SPCH 429—Seminar in Persuasion, 3 hrs.; SPCH 498—Internship in Communication Studies, 3 hrs.; SPCH 499—Special Topics in Communication Studies, 3 hrs.

For directed electives, no more than six hours may be taken from a combination of SPCH 400 and 498. It is recommended that the student choose an additional nine hours from related communications courses. For an internship, the student must seek permission of the communications faculty and have second semester junior standing. A communications internship is highly recommended and a minor in business administration is recommended for certain career goals.

Major in Journalism and Computer Publishing  
33 semester hours

This major prepares students for the world of news reporting, writing, new media publishing, and document design. Students learn the skills of the information age in labs equipped with modern electronic hardware and software and linked to the Internet. Graduates succeed in any field where writing and a command of the language are needed.

Students can choose one of two emphases within this major. Students must take a core of courses of 15 credit hours shared by both emphases, complete nine credit hours of required courses in each emphasis, and then complete an additional nine hours of communication electives.

Required core-15 hours : COMM 192—Introduction to Mass Communication, 3 hrs.; COMM 494—Mass Communication Law and Ethics, 3 hrs.; JRN 273—Digital Photography, 3 hrs.; JRN 386—Editing and Layout, 3 hrs.; and CPT 374—Internet Communications, 3 hrs.



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### Computer Publishing and Telecommunicating Emphasis

The news, advertising, public relations, and broadcasting industries are expanding the use of the Internet and new media. Graduates with these skills are some of the most sought after employees in the corporate world today.

Required courses-9 hours : CPT 171—Visual Concepts, 3 hrs.; CPT 275—Computer Publishing I, 3 hrs.; CPT 276—Computer Publishing II, 3 hrs.

Communications electives-19 hours : JRN 180—Workshop, 1 hr./semester, up to 3 credits total; JRN 400—Independent Study, 1-3 hrs.; CPT 498—Internship, 3 hrs.; CPT 499—Special Topics, 3 hrs.; COMM 495—Mass Communication Research, 3 hrs.; JRN 473—Photojournalism, 3 hrs.

Students may count no more than three hours from JRN 180, CPT 400, or CPT 498 as directed electives.

An internship in computer publishing or new media is highly recommended.

### Print Journalism Emphasis

Required courses-9 hours: JRN 281—Basic Reporting, 3 hrs.; JRN 381—Advanced Reporting, 3 hrs.; JRN 481—Public Affairs Reporting, 3 hrs.

Communications electives-9 hours : JRN 180—Journalism Workshop, 1 hr./semester, up to 3 hours total; JRN 383—Editorial Writing, 3 hrs.; JRN 384—Feature Writing, 3 hrs.; JRN 400—Independent Study, 1-3 hrs.; JRN 473—Photojournalism, 3 hrs.; COMM 495—Mass Communication Research, 3 hrs.; JRN 498—Internship, 1-3 hrs.; JRN 499—Special Topics in Journalism, 3 hrs.

Students may count no more than three hours from JRN 180, 400, and 498 as directed electives.

An internship in the print media and work on the campus newspaper, *The Shield*, is highly recommended.

### Major in Public Relations and Advertising 33 semester hours

Students may choose either an emphasis in public relations or advertising depending upon individual interests. By carefully selecting appropriate electives offered in the program, students may develop skills in both areas.

Required core-12 hours : PRL 261—Introduction to Public Relations, 3 hrs.; ADV 241—Introduction to Advertising, 3 hrs.; COMM 494—Mass Communication Law and Ethics, 3 hrs.; COMM 495—Mass Communication Research, 3 hrs.

### Public Relations Emphasis

The public relations emphasis provides students with a background that includes the essential skills of writing and design to enter the rapidly-growing public relations field. Students are prepared to advance in their careers through courses in research, strategy development, and integrated marketing campaigns. In addition to required courses, students may choose from a variety of directed communications electives to enhance their career objectives.

Required courses-9 hours : JRN 281—Basic Reporting, 3 hrs.; PRL 362—Writing for Public Relations, 3 hrs.; PRL 463—Public Relations Administration, 3 hrs.

### Advertising Emphasis

The advertising emphasis prepares students for one of the fastest-growing fields in communications. Students acquire the essential skills of writing, design, advertising graphics, research, market analysis, media planning, promotions, integrated marketing campaigns, and communications theory. In addition to required courses, students may choose from a variety of directed communications electives to enhance their career objectives.

Required courses-9 hours : ADV 342—Advertising Writing and Design, 3 hrs.; ADV 344—Advertising Campaigns, 3 hrs.; ADV 446—Seminar in Advertising, 3 hrs.

Communications electives for the Public Relations and Advertising major-12 hours: ADV 341—Special Events and Promotions, 3 hrs.; ADV 343—Media Planning, 3 hrs.; ADV 400 or PRL 400—Independent Study, 1-3 hrs.; ADV 440—Advanced Advertising Campaigns; ADV 441 or PRL 461—Seminar in Integrated Marketing Communication, 3 hrs.; ADV 498 or PRL 498—Internship, 3 hrs.; ADV 499—Special Topics, 3 hrs.; COMM 190—Computer Basics, 1 hr.; COMM 192—Introduction to Mass Communication, 3 hrs. or RTV 151—Introduction to Broadcasting, Cable and Internet, 3 hrs.; CPT275—Computer Publishing I, 3 hrs.; CPT 374—Internet Communications, 3 hrs.; JRN 384—Feature Writing, 3 hrs.; PRL 364—Publications Design, 3 hrs.; PRL 366—Seminar in Public Relations, 3 hrs.; PRL 367—Public Relations Campaigns, 3 hrs.; PRL

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466—Seminar in Public Opinion, 3 hrs.; PRL 499—Special Topics, 3 hrs.; RTV 252—Media Production, 3 hrs.; RTV 354—Writing for Electronic Media, 3 hrs.; RTV 452—Broadcast and Cable Sales, 3 hrs.

An internship in public relations or advertising is highly recommended. By interning with a public relations firm, advertising agency, or within corporate or not-for-profit departments, students network with professionals who help them with polishing their skills for entry into the fields.

#### Major in Radio and Television

33 semester hours

This major combines telecommunications history and theory with practical broadcast applications. Students acquire knowledge and understanding of the broadcast processes and on-air performing skills, utilizing facilities in both the campus radio station WSWI-AM and the Scripps Howard Television Production Center. In addition to the required core of classes in the major, students may choose a “professional” emphasis or a “broadcast journalism/ production” emphasis.

Required core-15 hours : RTV 151—Introduction to Broadcasting, Cable, and Internet, 3 hrs.; RTV 252—Media Production, 3 hrs.; RTV 351—Radio-Television Performance, 3 hrs.; RTV 354—Writing for Electronic Media, 3 hrs.; COMM 494—Mass Communication Law and Ethics, 3 hrs.

#### Professional Emphasis

Communications electives “Professional Emphasis” 18 hours: COMM 192—Intro to Mass Communication, 3 hrs.; RTV 451—Radio-Television Programming, 3 hrs.; RTV 452—Broadcast and Cable Sales, 3 hrs.; RTV 453—Broadcast and Cable Management, 3 hrs.; RTV 456—Seminar in Broadcasting, 3 hrs.; CPT 374—Internet Communications, 3 hrs.; ADV 341— Special Events and Promotions, 3 hrs.

#### Broadcast Journalism/Production Emphasis

Communications electives “Broadcast Journalism/Production Emphasis” 18 hours: COMM 192—Intro to Mass Communication, 3 hrs.; RTV 352—Advanced Television Production and Directing, 3 hrs.; RTV 353—Techniques of Video Field Production, 3 hrs.; RTV 356—Sportscasting, 3 hrs.; JRN 382—Advanced Broadcast Journalism, 3 hrs.; JRN 384—Feature Writing, 3 hrs.; CPT 374—Internet Communications, 3 hrs.; COMM 495 Mass Media Research, 3 hrs.; JRN 499—Special Topics in Journalism, 3 hrs.

Optional study opportunities : RTV 150—Practicum in Broadcasting, 1-3 hrs.; RTV 350—Radio/TV Workshop, 1-3 hrs.; RTV 400—Independent Study, 1-6 hrs.; RTV 498—Internship in Broadcasting, 3 hrs. (Student may select up to six hours listed below as part of the 18 hours of the directed electives lists preceding.)

An internship in the broadcast media, work on the campus radio station, and/or a broadcast practicum in TV are highly recommended for the junior or senior year.

#### Major in Theatre Arts

43 semester hours

This major includes an extensive five-semester performance and design/technical sequence, practical studies in directing and playwriting, membership in national conferences, as well as opportunities for scholarly work in theatre history.

Required courses-32 hours : COMM 190—Computer Basics, 1 hr.; THTR 120— Laboratory I, 2 hrs.; THTR 121—Introduction to Theatre, 3 hrs.; THTR 123—Stage Craft, 3 hrs.; THTR 124—Costume Crafts, 3 hrs. or THTR 125—Stage Lighting Crafts, 3 hrs.; THTR 231—Acting I, 3 hrs.; SPCH 201—Voice and Diction, 3 hrs.; THTR 320—Laboratory II, 2 hrs.; THTR 321—Scene Design I, 3 hrs.; THTR 431—Introduction to Stage Direction, 3 hrs.; 6 hrs. from the following: THTR 331—History of Theatre I, 3 hrs., THTR 332— History of Theatre II, 3 hrs., THTR 433—History of Western Drama I, 3 hrs., THTR 434—History of Western Drama II, 3 hrs.

Communications electives-11 hours : THTR 131— Movement for Theatre, 3 hrs.; THTR 221—Stage Make Up, 3 hrs.; THTR 232—Acting II, 3 hrs.; THTR 322— Introduction to Costume Design, 3 hrs.; THTR 323— Lighting Design, 3 hrs.; THTR 333—Acting III, 3 hrs.; THTR 334— Acting IV, 3 hrs.; THTR 335— Playwriting I, 3 hrs.; THTR 336—Playwriting II, 3 hrs.; SPCH 315—Readers Theatre, 3 hrs.; THTR 432— Advanced Stage Directing, 3 hrs.; THTR 499— Special Topics, 3 hrs.

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Students receive a well-rounded education in all areas of theatrical production with classes that develop expertise in acting, directing, design, stagecraft, play analysis, and theatre history. Theatre majors are required to participate in University productions. Productions take place at the *Å±±«ø* Theatre, a 150-seat proscenium stage facility located off campus, and The Mallette Studio Theatre, a 125-seat experimental black-box theatre, located on the lower level of the Liberal Arts Center.

The program also offers opportunities in acting or production in either of its professional summer theatres. The New Harmony Theatre is a union-affiliated resident company which presents a summer season in historic New Harmony, Indiana.

The musical outdoor drama, *Young Abe Lincoln*, is staged with a companion play at Lincoln Amphitheatre in Lincoln City, Indiana.

Minor - Computer Publishing and Telecommunicating  
24 semester hours

Required courses-18 hours : COMM 192—Introduction to Mass Communication, 3 hrs.; CPT 171—Introduction to Visual Concepts, 3 hrs.; CPT 275—Computer Publishing I, 3 hrs.; CPT 276—Computer Publishing II, 3 hrs.; CPT 374—Internet Communications, 3 hrs.; COMM 494—Mass Communications Law and Ethics, 3 hrs.

Communications electives-6 hours : as directed by advisor.

Minor - Communication Studies

24 semester hours

Required courses-15 hours : SPCH 101—Introduction to Speech, 3 hrs.; SPCH 107—Introduction to Interpersonal Communication, 3 hrs.; SPCH 214—Small Group Discussion, 3 hrs.; SPCH 301—Communication Criticism and Analysis, 3 hrs.; SPCH 303—Introduction to Persuasion, 3 hrs.

Communications electives-9 hours : as directed by advisor.

Minor - Journalism

24 semester hours

Required courses-18 hours : COMM 192—Introduction to Mass Communication, 3 hrs.; JRN 281—Basic Reporting, 3 hrs.; JRN 283—Broadcast Journalism, 3 hrs.; JRN 383—Editorial Writing, 3 hrs., or JRN 384—Feature Writing, 3 hrs.; JRN 273—Digital Photography, 3 hrs.; JRN 282—Editing and Layout, 3 hrs.; COMM 494—Mass Communication Law and Ethics, 3 hrs.

Communications electives-3 hours : as directed by advisor.

Minor - Public Relations and Advertising

24 semester hours

Required courses—12 hours : ADV 241—Introduction to Advertising, 3 hrs.; PRL 261—Introduction to Public Relations, 3 hrs.; COMM 494—Mass Communication Law and Ethics, 3 hrs.; COMM 495—Mass Communication Research, 3 hrs.

Electives—12 hours : ADV 341—Special Events and Promotions, 3 hrs.; ADV 342—Writing for Advertising, 3 hrs.; ADV 343—Media Planning, 3 hrs.; ADV 344—Advertising Campaigns, 3 hrs.; ADV 400 or PRL 400—Independent Study, 3 hrs.; ADV 440—Advanced Advertising Campaigns, 3 hrs.; ADV 441 or PRL 461—Seminar in Integrated Marketing Communication, 3 hrs.; ADV 446—Seminar in Advertising, 3 hrs.; ADV 498 or PRL 498—Internship, 3 hrs.; ADV 499—Special Topics, 3 hrs.; COMM 190—Computer Basics, 1 hr.; COMM 192—Introduction to Mass Communication, 3 hrs. or RTV 151—Introduction to Broadcasting, Cable and Internet, 3 hrs.; CPT 275—Computer Publishing I, 3 hrs.; CPT 374—Internet Communications, 3 hrs.; JRN 381—Basic Reporting, 3 hrs.; JRN 384—Feature Writing, 3 hrs.; PRL 362—Writing for Public Relations, 3 hrs.; PRL 364—Publications Design, 3 hrs.; PRL 366—Seminar in Public Relations, 3 hrs.; PRL 367—Public Relations Campaigns, 3 hrs.; PRL 463—Public Relations Administration, 3 hrs.; PRL 466—Seminar in Public Opinion, 3 hrs.; PRL 499—Special Topics, 3 hrs.; RTV 252—Media Production, 3 hrs.; RTV 354—Writing for Electronic Media, 3 hrs.; RTV 452—Broadcast and Cable Sales, 3 hrs.

Minor - Radio and Television

24 semester hours

Required courses-15 hours : RTV 151—Introduction to Broadcasting, Cable and Internet, 3 hrs.; RTV 252—Media TV Production, 3 hrs.; RTV 351—Radio-Television Performance, 3 hrs., RTV 354—Writing for the Electronic Media, 3 hrs.; COMM 494—Mass Communication Law and Ethics, 3 hrs.

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Communications electives-9 hours : as directed by advisor

Minor - Theatre  
24 semester hours

Required courses : THTR 120/320—Theatre Laboratory I/II, 3 hrs.; THTR 121—Introduction to Theatre, 3 hrs.; THTR 123—Stage Craft, 3 hrs.; THTR 231—Acting I, 3 hrs.; THTR 331 or 332—History of Theatre I/II, 3 hrs.; THTR 433 or 434—History of Western Drama I/II, 3 hrs.; THTR 321—Scene Design I, 3 hrs.; THTR 431—Introduction to Stage Directing, 3 hrs.

Associate of Science Degree in Communications  
64 semester hours; 27 of those in the Department of Communications

Required courses —12 hours: SPCH 107—Introduction to Interpersonal Communication, 3 hrs.; SPCH 214—Small Group Discussion, 3 hrs.; SPCH 204—Business and Professional Speaking, 3 hrs.; SPCH 303—Introduction to Persuasion, 3 hrs.

Communications Department electives—15 hours :  
ADV 241—Introduction to Advertising, 3 hrs.; PRL 261—Introduction to Public Relations, 3 hrs.; CPT 275—Computer Publishing, 3hrs.; JRN 281—Basic Reporting, 3 hrs.; JRN 384—Feature Writing, 3 hrs.; RTV 354—Writing for Electronic Media, 3 hrs.; COMM 494—Mass Communication Law and Ethics, 3 hrs.; THTR 212—Introduction to Theatre, 3 hrs.; THTR 336—History of Theatre II, 3 hrs.; SPCH 314—Organizational Communication, 3 hrs.; SPCH 419—Seminar in Organizational Communication, 3 hrs.

University Core Curriculum requirements – 25 hours :  
SPCH 101; ENG 101; Humanities; Ethics or Art; Mathematics; Science; History Individual/Social Sciences and 12 hours of general electives selected by student.

Teacher Certification

NOTE: Please review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin.

Major - Speech Communication and Theatre  
(teacher certification)  
39 semester hours

Communication Requirements : SPCH 101—Introduction to Speech, 3 hrs.; SPCH 107—Introduction to Interpersonal Communication, 3 hrs.; SPCH 204—Business and Professional Speech, 3 hrs. Also, select six hours: SPCH 203—Intro to Performance Studies, 3 hrs.; SPCH 214—Small Group Discussion, 3 hrs.; SPCH 301—Communication Criticism and Analysis, 3 hrs.; SPCH 303—Introduction to Persuasion, 3 hrs.; SPCH 317—Intercultural Communication, 3 hrs.; SPCH 402—Gender, Communication and Culture, 3 hrs.

Theatre Requirements : THTR 121—Introduction to Theatre, 3 hrs.; THTR 231—Acting I, 3 hrs.; THTR 431—Introduction to Stage Directing, 3 hrs. Also, select one from each category: THTR 123—Stage Craft, 3 hrs. or THTR124—Costume Crafts, 3 hrs. or THTR 125—Stage Lighting Crafts, 3 hrs.; THTR 321—Scene design, 3 hrs. or THTR 322—Introduction to Costume Design, 3 hrs. or THTR 323—Lighting Design, 3 hrs.

Radio/TV requirements : RTV 151—Survey of Contemporary Broadcast, 3 hrs.; RTV 252—Media Production, 3 hrs.

Required Courses : SPCH 201—Voice and Diction, 3 hrs.; EDUC 401 teaching Communication in the Secondary School System, 2 hrs. and other course as directed by the school of Education.

NOTE : Many Indiana school districts require speech/theatre teachers to have a minor in English as a prerequisite to employment; therefore, an English minor is highly recommended.

Minor - Speech Communication and Theatre  
(teacher certification)  
24 semester hours

Communication Requirements—9 hours : SPCH 101—Introduction to Speech, 3 hrs.; SPCH 107—Introduction to Interpersonal Communication, 3 hrs.; SPCH 204—Business and Professional Speech, 3 hrs.

Theatre Requirements—9 hours : Select one from each category: THTR 121—Introduction to Theatre, 3 hrs. or THTR 231—Acting I, 3 hrs. or THTR 431—Introduction to Stage Directing, 3 hrs.; THTR 123—Stage Craft, 3 hrs.; or THTR 124—Costume Crafts, 3 hrs. or THTR 125—Stage Lighting Crafts, 3 hrs.; THTR 321—Scene Design, 3 hrs. or THTR 322—Introduction to Costume Design, 3 hrs. or THTR 323—Lighting Design, 3 hrs.

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Radio/TV Requirements—3 hours : Select one: RTV 151—Survey of Contemporary Broadcasting, 3 hrs.; RTV 252—Media Production, 3 hrs.

Additional Required Courses : SPCH 201—Voice and Diction, 3 hrs.; EDUC 401 teaching Communication in the Secondary School System, 2 hrs. and other course as directed by the school of Education.

Major - Radio and Television  
(teacher certification)

36 semester hours

Required courses : RTV 151—Introduction to Broadcasting, Cable and Internet, 3 hrs.; COMM 192—Introduction to Mass Communication, 3 hrs.; RTV 252—Media Production, 3 hrs.; RTV 350—Radio TV Workshop, 3 hrs.; RTV 351—Radio-Television Performance, 3 hrs.; RTV 354—Writing for the Electronic Media, 3 hrs.; RTV 352—Advanced TV Production and Directing, 3 hrs.; LIBA 497—Mass Media and Society, 3 hrs.; RTV 451—Radio TV Programming, 3 hrs.; RTV 456—Seminar in Broadcasting, 3 hrs.; RTV 453—Broadcast & Cable Management, 3 hrs.; COMM 494—Mass Communication Law and Ethics, 3 hrs.

Minor - Radio and Television  
(teacher certification)

24 semester hours

Required courses -21 hours: RTV 151—Introduction to Broadcasting, Cable and Internet, 3 hrs.; COMM 192—Introduction to Mass Communication, 3 hrs.; RTV 252—Media Production, 3 hrs.; RTV 351—Radio-Television Performance, 3 hrs.; RTV 352—Advanced TV Production and Direction, 3 hrs.; RTV 354—Writing for Electronic Media, 3 hrs.; COMM 494—Mass Communication Law and Ethics, 3 hrs.

Select three hours: RTV 453—Broadcast and Cable Management, 3 hrs.; or RTV 456—Seminar in Broadcasting, 3 hrs.

Minor - Journalism

(teacher certification)

24 semester hours

Required courses -21 hours: COMM 192—Introduction to Mass Communication, 3 hrs.; MKTG 201—Introduction to Marketing, 3 hrs.; JRN 273—Digital Photography, 3 hrs.; JRN 281—Basic Reporting, 3 hrs.; JRN 282—Editing and Layout, 3 hrs.; RTV 354—Writing for Electronic Media, 3 hrs.; JRN 385—Supervision of Student Publications, 3 hrs.

Select (3): JRN 383—Editorial Writing, 3 hrs., or JRN 384—Feature Writing, 3 hrs.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Advertising

ADV 241 Introduction to Advertising (3) Methods and techniques used in print and audio/visual media. Students will practice layout and production. Lecture materials and discussions will focus on all facets of advertising from the client's viewpoint, the consumer, and the creator. F, Sp

ADV 341 Special Events and Promotion (3) This course examines the elements of a highly specialized form of advertising, specifically the event planning process, creative brainstorming, budgeting, overcoming obstacles, attracting sponsorships, soliciting volunteers, and evaluations. Prereq: ADV 242. F, Sp

ADV 342 Advertising Writing and Design (3) A study of the techniques of market analysis, product strategy, copy writing, layout and design, and concept development for advertising. Prereq: ADV 241. F, Sp

ADV 343 Media Planning (3) .The course treats researching media options, developing a media plan, and learning how to implement the plan. It includes identifying target audiences, the media they use, the cost efficiency of the media, and determining the costs of the total plan. Prereq: ADV 241 and core math or consent of instructor. F, Sp

ADV 344 Advertising Campaigns (3) Advanced study in the creation and implementation of advertising campaigns. Students will study the evolution of ad campaigns, the various forms of advertising, and local and national ad campaigns. Students also will practice targeting the audience, creating the advertising concept, and selecting media buys and budgeting. Prereq: ADV 241 and 242 or consent of instructor. F

ADV 400 Independent Study in Advertising (3) Designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of advertising. A maximum of six hours of ADV 400 may be taken; only three may be taken in any one semester. Prereq: 21 hours of communications, upper division status, and written consent of instructor. Students wishing to take independent study courses in the advertising curriculum should be aware of the following points: (1) Only six hours of independent study may apply toward a major in communications. (2) No more than three hours of ADV 400 may be directed by the same instructor. (3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

ADV 440 Advanced Advertising Campaigns (3) To refine campaign skills to be used as a competition class for the American Advertising Federation. May be taken twice. Prereq: ADV 344. Sp

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ADV 441 Seminar in Integrated Marketing Communication (3) Approaching organizations' communications issues through the integration of advertising, marketing, and public relations strategies and techniques. Cross listed with PRL 461 and MKTG 461; may be taken only once as one of these courses. Prereq: senior standing and PRL 261 or ADV 241, and MKTG 201 or 305. Sp

ADV 446 Seminar in Advertising (3) A study of the origins and effects of modern advertising and of how advertising works on individuals and society. Students will conduct their own inquiries through individual projects designed to make them consider the nature of needs and how to design, advertise, and satisfy them. Prereq: ADV 344 or ENG 201 and junior status. Sp

ADV 498 Internship in Advertising(3) Offers students job experience in advertising through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

ADV 499 Special Topics(3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Prereq: consent of instructor.

#### Communications

COMM 190 Computer Basics (1) An introduction to basic computer usage and programs designed around common computer tasks and programs, such as QuarkXPress (document/page design), FrontPage (Web page design), PhotoShop (graphics and photography manipulation), or PowerPoint (speech presentation). Course can be repeated three times when students take course with different tasks and programs. No prereq. F, Sp

COMM 192 Introduction to Mass Communication (3) Presentation, lectures, and assignments designed to introduce students to the basic concepts of mass communication; to foster an understanding of the roles and functions of communication media in our society; to present concepts and principles of journalism (oral and written); and to prepare students to be intelligent users of media. Students who take COMM 193, 194, or 195 cannot take COMM 192. No prereq. F, Sp, Su

COMM 299 Special Topics in Communications (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. No prereq.

COMM 494 Mass Communication Law and Ethics (3) A study of the special laws of libel, First Amendment problems, free press vs. fair trial, copyright, the Internet, ethical issues, and regulatory provisions that pertain to mass media. Prereq: junior standing. F, Sp, Su

COMM 495 Mass Communication Research (3) Theories and applications of research methods for the mass media including survey design, basic statistical procedures, sampling, and the reporting of data. Prereq: junior or senior standing. F, Sp

#### Computer Publishing and Telecommunicating

CPT 171 Introduction to Visual Concepts (3) Concentration on the layout techniques for all categories of print media from editorial spreads to posters, brochures, book covers, etc. The student learns to present a visual message that is functional, aesthetically pleasing, and memorable. No prereq. F, Sp

CPT 275 Computer Publishing I (3) Introduction to the basic concepts of computer publishing and the set-up and operation of a computer publishing system, then students are required to solve basic layout problems using desktop publishing software. The course also offers image scanning, basic photo retouching, and file descriptions. Prereq: CPT 171 or consent of instructor. F, Sp

CPT 276 Computer Publishing II (3) Advanced concepts and skills of desktop publishing, use of computer type fonts, importing and exporting files, use of inks, paper, spot color, color separations, and the printing process. Prereq: CPT 275 or consent of instructor. F, Sp

CPT 374 Internet Communications (3) History of Internet, how it works, how to do effective data searches, building Web sites and home pages, establishing links, importing graphics, effective layout and design, scanning photos, doing in-depth research, ethics, legal concerns, and specialty uses. Prereq: CPT 276 or consent of instructor. F, Sp

CPT 498 Internship in Computer Publishing (3) Offers students job experience in computer publishing or news media through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

#### Journalism

JRN 180 Journalism Workshop (3) Credit for adequate work toward final publication of *The Shield* newspaper doing writing, editing, photography, layout, sales, and/or management. Students may earn as much as three hours credit for this course. No prereq. F, Sp

JRN 273 Digital Photography (3) Development in basic skills of mass media photography in a digital environment. Students will use a University camera to take color photographs and then crop, edit, and produce those photographs in a digital computer laboratory. Emphasis will be on the needs of professional photography as used in print and electronic media. Prereq: COMM 192 or consent of instructor. F, Sp

JRN 281 Basic Reporting (3) Basic fundamentals of how to gather and report news events for the mass media in such a way as to be meaningful to the public. Stress is on the need for developing writing skills, learning technical terms, writing feature stories, and other materials in a newspaper. Prereq: COMM 192, ASBE 121 or equivalent. F, Sp, Su

JRN 283 Broadcast Journalism (3) Techniques of gathering, writing, editing, and producing news for radio and television. Topics will include broadcast style, working with wire services, codes of ethics, legal considerations, and news applications of audio and video technology. Prereq: ASBE 121 or equivalent, COMM 192, JRN 281, and either RTV 251 or RTV 252. Sp

JRN 381 Advanced Reporting (3) An advancement of skills and knowledge gained in basic reporting. Students will concentrate on covering specific beats and generating their own news stories. They will be responsible for assigned beats, learn how to develop sources, and track down rumors as part of the beat reporting process. In addition, students will discuss journalistic issues such as libel, ethics, plagiarism, invasion of privacy, and investigative techniques. Prereq: COMM 192 and JRN 281. F

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JRN 382 Advanced Broadcast Journalism (3) A study of the policies and practices in the production of broadcast news programs, series, and documentaries. Students will learn the decision making processes of broadcast news managers, including agenda setting, gate keeping, ethical issues, and utilization of news research data in development of news format and personalities. Students will research, write, and produce a television news series or documentary. Prereq: RTV 251 and JRN 283. F

JRN 383 Editorial Writing(3) Instruction and practice in writing editorials. Lectures, readings, and reports directed toward discovering, gathering, organizing, and writing opinion page material. Prereq: COMM 192. F

JRN 384 Feature Writing (3) Instruction and practice in writing feature articles for newspapers and magazines. Students will be directed to submit articles for publication in magazines. Prereq: COMM 192. F, Sp, Su

JRN 385 Supervision of Student Publication (3) The problems generally faced in supervision of newspapers, magazines, annuals, and other publications. No prereq. F, Sp

JRN 386 Editing and Layout (3) Study of the entire print reproduction process from idea formulation to designer's drawing board to the printer's finished product. Stressed is the fitting of copy into specific layout spaces, headline writing, art and photo reduction, and overall publications make-up. Prereq: COMM 192. F, Sp, Su

JRN 400 Independent Study in Journalism (1-3) This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of journalism. A maximum of six hours may be taken; only (3) may be taken in any one semester. Prereq: 21 hours of communications, upper division status, and written consent of instructor. Students who wish to take independent study courses in the journalism curriculum should be aware of the following points: (1) Only six hours of independent study may apply toward a major in communications. (2) No more than three hours of JRN 400 may be directed by the same instructor. (3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

JRN 473 Photojournalism (3) The course will focus on the role of photography in mass communication, particularly print and Internet products. Students will study the process of combining text, graphics, and photographs to produce messages. Students will expand on the skills in earlier classes and produce products including many photographs, such as the photograph essay in a journalism or mass media context. Students will process color digital photography products through computers and modern software. Prereq: ENG 101 and JRN 273 or consent of instructor. Sp

JRN 481 Reporting Public Affairs (3) An advanced journalism course designed to polish the reporting skills of journalism majors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, the local and state legislative process, and regional agencies. Each student will produce an in-depth, current news series or package on an issue or topic of current interest. Prereq: COMM 192, JRN 281 and JRN 381. Sp

JRN 498 Internship in Journalism(3) Offers students job experience in journalism through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

JRN 499 Special Topics (3) Topics will vary. Purpose of course is to cover topics that are not specific courses in the curriculum. Prereq: consent of instructor. F, Sp, Su

JRN 581 Reporting Public Affairs (3) A senior or graduate journalism course designed to polish the reporting skills of journalism majors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, the local and state legislative process, and regional agencies. Each student will produce an in-depth project, package, or research paper on an issue or topic of current public affairs interest. Prereq: COMM 192 or consent of instructor. Sp

#### Public Relations

PRL 261 Introduction to Public Relations (3) Lecture, discussion, and practical application of basic public relations concepts and processes including public relations in corporations, government, and institutions; public opinion; communication media; ethics of public relations; and public relations campaigns. Prereq: sophomore standing. F, Sp, Su

PRL 362 Writing for Public Relations (3) Techniques of writing news releases, newsletters, brochures, public service announcements, speeches, and other print and broadcast messages that are a part of the public relations profession. Prereq: ENG 101, SPCH 101, PRL 261, JRN 281. F, Sp

PRL 364 Publications Design (3) Writing, editing, and designing specialized publications for business and industry. Computer-generated design will include newsletters, brochures, and other publications typically used by organizations in communicating with their target publics. Prereq: junior standing and PRL 362. F, Sp

PRL 366 Seminar in Public Relations (3) A rotating seminar that addresses various topics essential to the public relations practitioner. May be taken only once. Prereq: PRL 261 and junior standing. Su

PRL 367 Public Relations Campaigns (3) Using research techniques to identify problems and/or public relations opportunities, to monitor implementation of communications programs, and to evaluate those programs; using a planning process to develop public relations objectives, strategies, and tactics designed to meet client/employer needs. Students will work together in groups to develop a detailed public relations campaign plan for clients. Prereq: junior standing and PRL 362. F

PRL 400 Independent Study in Public Relations (1-3) This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of public relations. A maximum of six hours may be taken; only three may be taken in any one semester. Prereq: 21 hours of communications, upper division status, and written consent of instructor. Students who wish to take independent study courses in the public relations curriculum should be aware of the following points: (1) Only six hours of independent study may apply toward a major in communications. (2) No more than three hours of PRL 400 may be directed by the same instructor. (3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

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PRL 461 Seminar in Integrated Marketing Communications (3) Approaching organizations' communications issues through the integration of advertising, marketing, and public relations strategies and techniques. Cross listed with ADV 441 and MKTG 461; may be taken only once as one of these courses. Prereq: senior standing and PRL 261 or ADV 241, and MKTG 201 or 305. Sp

PRL 463 Public Relations Administration (3) Case studies and problems regarding the principles and application of effective two-way communications in a variety of situations affecting the practice of public relations. Prereq: senior standing and PRL 261. F, Sp

PRL 466 Seminar in Public Opinion (3) A study of the nature of public opinion and its influences on government, the role of mass media, poll-taking, propaganda techniques, relationship to voting habits, and a detailed examination of techniques developed and used by the press in influencing public opinion. Prereq: junior standing. Su

PRL 498 Internship in Public Relations (3) Offers students job experience in public relations through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

PRL 499 Special Topics in Public Relations (3) Topics will vary. The purpose of the course is to cover topics that are not specific courses in the curriculum. Prereq: permission of the instructor. F, Sp, Su

#### Radio and Television

RTV 150 Practicum in Broadcasting (1) Assignment of duties at radio station WSWI-AM in the areas of news, production, programming, promotions, music, and operations. Students may earn up to eight hours credit for this course, but may enroll for no more than one credit hour per semester. No more than three credit hours may be applied to major or minor in communications. Prereq: consent of instructor. F, Sp, Su

RTV 151 Introduction to Broadcasting, Cable and Internet(3) A history and survey of broadcasting. This course traces the development of broadcasting to the present day, with emphasis on contemporary broadcasting with its social, cultural, and economic implications. No prereq. F, Sp, Su

RTV 252 Media Production (3) An introductory course covering the fundamentals of analog and digital production techniques for radio, video, and Internet Web page construction. Technical areas of focus include microphone use, radio booth facility operation, analog and digital audio editing, TV studio and field camera operation, videotape and nonlinear editing, audio and video media creation for Web page design. Students will produce radio commercials, promotional announcements and news segments; television interview and entertainment segments; and Web pages incorporating audio and video streaming. The course emphasizes project conceptualization and production as well as the technology's underlying operating systems. Prereq: RTV 151, COMM 192, or consent of instructor. F, Sp, Su

RTV 350 Radio-Television Workshop (1-3) A workshop course involving the planning, production, and presentation of radio and/or television program materials. Prereq: A maximum of six hours credit may be taken in this course in the following manner: (1) no more than three hours may be earned in radio and no more than three hours in television; (2) RTV 252 is the prereq; (3) No more than three hours of credit in radio and/or television may be taken in any one semester; (4) Enrollees must have written consent of the instructor.

RTV 351 Radio-Television Performance (3) Specific training in broadcast performance situations applicable to both radio and television, including commercial announcing, news reporting, interviewing, and ad-lib announcing. Attention is given to pronunciation, articulation, and diction. Prereq: RTV 252, or consent of instructor. F, Sp

RTV 352 Advanced Television Production and Directing (3) Study of the problems and techniques of preparing, producing, and directing actual television programs for on-the-air and CCTV applications. Prereq: RTV 252. Sp

RTV 353 Techniques of Video Field Production (3) An introduction to the theory and practice of single camera video production with emphasis on using the camera, lighting, special effects, and electronic editing. Prereq: RTV 252. F

RTV 354 Writing for Electronic Media (3) A study of the techniques and philosophy, along with actual writing and production of radio and television advertising, public service, continuity, and general program materials. Prereq: ENG 101 and either ENG 201, 301, 302 or consent of instructor.

RTV 356 Sports casting(3) A study of radio and television sports casting, with an emphasis on radio. Emphasis will be placed upon play-by-play sports newscasts, interviewing, and features. Prereq: RTV 252. Sp

RTV 400 Independent Study in Radio-Television (1-3) This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of radio-television. A maximum of six hours may be taken; only three hours may be taken in any one semester. Prereq: 21 hours of communications, upper division status, and written consent of instructor. Students who wish to take independent study courses in the radio-television curriculum should be aware of the following points: (1) Only six hours of independent study may apply toward a major in communications. (2) No more than three hours of RTV 400 may be directed by the same instructor. (3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

RTV 451 Radio-Television Programming(3) A study of current theories and practices of radio and television programming. The stimulation of creative thinking regarding media programming and its conversion into tangible and practical form. Special attention is given to important aspects of broadcast law and station management and their relationships to programming. Prereq: RTV 151 and RTV 252 or consent of instructor. F

RTV 452 Broadcast and Cable Sales (3) Techniques for selling time on radio, television and cable. Includes interpretation of ratings reports, working with advertising agencies, preparation of sales presentations, and marketing. Prereq: RTV 151 and RTV 252 or consent of instructor. F

RTV 453 Broadcast and Cable Management (3) The special problems encountered by managers of broadcast and cable operations. Emphasis on FCC regulations, managing "creative" personnel, serving the public interest, and other issues faced by radio, TV, and cable managers. Prereq: RTV 151 and RTV 252. Sp

RTV 456 Seminar in Broadcasting (3) An exploration and discussion of the various major issues, practices, and problems affecting commercial and public broadcasting. Prereq: RTV 151. Sp, A-E



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RTV 498 Internship in Radio-Television (3) Offers students job experience in radio and television through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

Speech Communications  
(Communication Studies Courses)

SPCH 101 Introduction to Speech (3) Principles and practices of oral communications with selected experiences in their use. No prereq. F, Sp, Su

SPCH 107 Introduction to Interpersonal Communication (3) Increases understanding of oneself, the many roles one plays in the communication process, and the interpersonal relationships of individuals in society. Course includes nonverbal communication, the role of language in structuring interpersonal situations, and the importance of dialogue in resolving interpersonal conflicts. No prereq. F, Sp, Su

SPCH 201 Voice and Diction (3) Concerned with the anatomy and function of the speech mechanism. Emphasis on articulation, phonation, and resonance. Study of voice characteristics, vocal quality, volume, rate, pitch, and force. This course requires that the students learn the International Phonetic Alphabet. Students evaluate their own speech characteristics. No prereq. F, Sp

SPCH 203 Introduction to Performance Studies (3) This course will serve two purposes. First, operating on the theory that literature is best understood and appreciated when performed, this course is designed to give students experience performing and analyzing literature. In addition, this course will introduce the many ways we experience performance in our everyday life. No prereq. B2, F

SPCH 204 Business and Professional Speech (3) A study of the theory and principles involved in oral communication situations in the business and professional context. Students will present speeches, participate in interviews and learn to work in teams. Special attention will be given to the use of computer-mediated communication in each of these units. F

SPCH 214 Small Group Discussion (3) Primarily a skill course, Small Group Discussion introduces students to the roundtable discussion, panel discussion, and symposium. Students learn about the dynamics of group interaction with emphasis on leadership and group participation. F, Sp

SPCH 301 Communication Criticism and Analysis (3) A study of selected speakers and speeches representing several periods of U.S. history. Speeches are approached through an examination of the political and social setting in which they occurred. Emphasis is placed upon picking out the main ideas in the documents examined, analyzing the presentation of those ideas, and gaining a better understanding of the role of public address in the decision-making process. Prereq: SPCH 101. F

SPCH 303 Introduction to Persuasion (3) The course focuses on our dual roles as producers and consumers of persuasive messages. Students will examine persuasion in a variety of texts and contexts, as well as examine persuasive elements in human interaction and behavior. In addition to learning about the roles logic, credibility, emotion, and cultural tradition play in persuasion, students will learn strategies for constructing effective and ethical persuasive messages. Prereq: SPCH 101 or consent of instructor. Sp

SPCH 307 Nonverbal Communication (3) This course provides a conceptual and theoretical understanding of how nonverbal communication influences perceptions of self, others, and culture. Emphasis is placed on the critical examination of research in areas such as haptics, proxemics, kinesics, chronemics, and paralanguage. Prereq: SPCH 107, SPCH 301, or consent of the instructor. F

SPCH 312 Interviewing: Principles and Practices (3) Emphasis on preparing and structuring interviews. Students will become familiar with various types of interviews, settings, styles of questions, successful techniques, and common mistakes. Role-playing opportunities will enable students to employ the principles studied in class. Prereq: SPCH 101. F

SPCH 313 Advanced Performance Studies (3) Advanced topics in individual performance as a method of textual study; theory and practice in individual performance as an aesthetic event and rhetorical and social act. Prereq: SPCH 203 or consent of instructor. Sp

SPCH 314 Organizational Communication (3) A review of the research and theoretical approaches to organizational communication. This course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help to alleviate typical interpersonal problems within organizations. Prereq: SPCH 101, SPCH 204. F

SPCH 315 Readers Theatre (3) This course will focus upon a variety of forms of readers theatre. Experiences will be provided in adapting selections for readers theatre and creating original scripts. Students will study techniques of both directing and performing readers theatre productions. Prereq: COMM 203 or consent of instructor. Sp

SPCH 317 Intercultural Communication (3) This exploration of cross-cultural communication surveys intercultural theories and problems in communication. It offers a general orientation to intercultural communication, theorizes intercultural transactions, and provides insight into cultural difference. Prereq: SPCH 107, SPCH 301 or consent of instructor. Sp

SPCH 400 Independent Study in Interpersonal-Organizational Communication (1-3) This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the discipline. A maximum of six hours may be taken; only three may be taken in any one semester. Prereq: 21 hours of communications courses, upper division status and written consent of instructor. Students who wish to take independent study courses in the interpersonal-organizational curriculum should be aware of the following points: (1) Only six hours of independent study may apply toward a major in communications. (2) No more than three hours of SPCH 400 may be directed by the same instructor. Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

SPCH 402 Gender, Communication, and Culture (3) This course combines cognitive and experimental approaches to gender and culture as they relate to communication. Students will obtain a critical understanding of gender construction and behavior, as well as learn about gendered conflict, identity, relationships, and differences. Prereq: SPCH 107, SPCH 301, or consent of instructor. F

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SPCH 410 Seminar in Interpersonal Communication (3) The process of communication as it applies to interpersonal, group, and mass communication. The nature of perception, attitudes, opinions, and other principles of psychology and social psychology, as they relate to the communication process. Prereq: junior standing or consent of instructor. F

SPCH 410 Seminar in Interpersonal Communication (3) The special topics course will offer students the opportunity to examine more closely specialized topics in interpersonal communication. Topics may include areas such as family communication, health communication, relational maintenance, or dialogic communication. Students may repeat this course provided the topic is different. Only six hours may apply toward the communication studies major. Prereq: SPCH 107. F

SPCH 411 Methods of Teaching Speech (3) A study of the objectives, materials, and values of the study of speech; application of speech teaching methods in the areas of public speaking, debate, oral interpretation, and discussion. Designed for speech majors and minors who plan to teach speech in the classroom. F, Sp

SPCH 420 Seminar in Organizational Communication (3) This course will offer the students the opportunity to examine more closely specialized issues in organizational research, theory and application. Topics will vary each semester and may include areas such as values and leadership, organizational advocacy, communication training and development, or organizational culture. Students may repeat this course provided the topic is different. Only six hours may apply toward the major in communication studies. Prereq: SPCH 204, SPCH 214, SPCH 314 or consent of the instructor. S

SPCH 430 Seminar in Persuasion (3) The special topics course will offer students the opportunity to examine more closely specialized topics related to the psychological, sociological, or cultural dimensions of persuasion and social influence. Students may repeat this course provided the topic is different. Only six hours may apply toward the communication studies major. Prereq: SPCH 301, SPCH 303 or consent of program coordinator. Sp

SPCH 498 Internship in Communication Studies (3) Offers students job experience in the discipline through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

SPCH 499 Special Topics in Communication Studies (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Prereq: consent of instructor.

#### Theatre Arts

THTR 120 Theatre Laboratory I Assigned in one-hour units, two hours required for major. Designed to provide credit for work completed on Theatre productions. Students are required to spend each semester working in a different technical area. A minimum of 42 contact hours of work is required. Prereq: Consent of director or production area coordinator. F, Sp

THTR 121 Introduction to Theatre (3) Analysis of the nature of theatre, its origin, and development from the standpoint of the play, the physical theatre, and its place in culture. Specific emphasis is placed on the study of styles and the various artistic components which "collaborate" to create theatre. No prereq. F, Sp, Su

THTR 123 Stage Craft (3) Open to all University students, useful for those students who would like to "try their hand" in the area of technical theatre. Course covers scenery construction, rigging, production organization, and theatre safety. Theatre production work is required on set construction and/or running crews. No prereq. F

THTR 124 Costume Crafts (3) Open to all University students, the class covers dyeing and fabric modification, basic costume construction, millinery, jewelry making, and related skills. The class introduces the student to all equipment used for costume construction, stitching techniques, and costuming vocabulary. No prereq. F

THTR 125 Stage Lighting Crafts (3) Open to all University students, the class covers the technological requirements and principles of stage lighting. Students will be introduced to safety standards for working with electricity, the optical properties of stage lighting, the various lighting instruments, circuitry, and the means for translating the lighting plot into an actual working structure. No prereq. F

THTR 131 Movement for the Theatre (3) Study of movement techniques used for acquiring the physical attributes of characters which are an essential part of the craft of acting. Class will focus on developing body awareness and flexibility through the study of dance, mime, stage combat, and mask characterization. No prereq.

THTR 221 Stage Make Up (3) Basic principles of the art and technique of make-up for use in the design and execution of developing and projecting the stage character. Purchase of make-up kit required. No prereq. Sp

THTR 231 Acting I (3) Study and practice in the fundamentals of the acting process. Class emphasizes physical and vocal work in conjunction with exercises geared toward the expansion of personal imaginative skills. Class work focuses on monologues and improvisational games. Open to all University students. No prereq. F, Sp

THTR 232 Acting II (3) Continued study and development of the fundamental acting process as taught in Acting I. Class work consists of scene study focusing on the action, objective, and subtext of the actor's characterizations. Prereq: THTR 231 or consent of instructor. F

THTR 320 Theatre Laboratory II Assigned in one-hour units, two hours required for major. Designed to provide credit for work completed on Theatre productions. This is the final rotation of the theatre lab. Students will be assigned placement in a technical area their first semester and permitted to select an area for their second. A minimum of 42 contact hours of work is required. Prereq: consent of director or production area coordinator. F, Sp

THTR 321 Scene Design I (3) Study of the elements and principles of scenic design and how they relate to plays and the theatre. Emphasis on training in mechanical and free hand drawing. (Students required to have drafting tools.) Prereq: THTR 121 and THTR 123. F

THTR 322 Introduction to Costume Design (3) A study of the elements and principles of costume design for the theatre. Students will develop skills in play analysis for costuming, basic rendering skills, and period research. The class will include an introduction to the various media used in communicating a costume design concept. Prereq: THTR 121 and THTR 124. Sp

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THTR 323 Lighting Design (3) Study and application of lighting design for the theatre and other venues. Students will need drafting tools. Students must participate in “hang” and “focus” sessions for Theatre productions. Prereq: THTR 125. Sp

THTR 331 History of the Theatre I (3) History of the theatre from pre-Grecian through Elizabethan time periods. Also touching on the Asian Theatre. Concentration on the physical theatre, conventions in acting-directing-design. Prereq: THTR 121 or consent of instructor. F

THTR 332 History of the Theatre II (3) History of the theatre from the French Renaissance to the present day. Concentration on the physical theatre, conventions in acting-directing-design. Prereq: THTR 121 or consent of instructor. Sp

THTR 333 Acting III(3) Study and practice of the acting techniques and methods used to create a character for the stage. Emphasis placed on the application of these theories in the development of monologues and scenes from American plays. Prereq: THTR 232 or consent of instructor. Sp

THTR 334 Acting IV (3) Provides a background in period styles to the advanced student actor, examining the special considerations inherent in performing classical drama, beginning with Greek tragedies, and continuing on through Elizabethan, Restoration, and other periods including contemporary pieces of a special nature, such as Epic, Expressionistic, and Absurdist drama. Prereq: THTR 333. F

THTR 335 Playwriting I (3) Students will participate in an intense study of dramaturgy and will write dramas of their own. Prereq: ENG 302 and THTR 121 or consent of instructor. Dual-listed with English. Sp

THTR 336 Playwriting II (3) Provides a formal course of study to help advanced playwriting students sharpen their skills in dramatization, guiding their efforts in script production and broadening their awareness of contemporary trends in drama and critical theory. Dual-listed with English. Prereq: THTR 335 or consent of instructor. F

THTR 400 Independent Study in Theatre Arts (1-3) This course is designed to provide an opportunity for upper division communications/theatre majors and minors to research subject areas in the field of theatre arts. A maximum of 6 hours may be taken; only three hours may be taken in any one semester. Prereq: 21 hours of theatre arts, upper division status, and written consent of instructor. Students who wish to take independent study courses in the theatre arts curriculum should be aware of the following points: (1) Only six hours of independent study may apply toward a major in communications. (2) No more than three hours of THTR 400 may be directed by the same instructor. (3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

THTR 431 Introduction to Stage Directing (3) An introduction to the principles of play directing. Class emphasizes text analysis, interpretation, picturization, and the various aspects involved in the production process. Class will include direction of extended scenes from full-length plays. Prereq: THTR 121, 123, 231 and 321. F

THTR 432 Advanced Stage Direction (3) Continued study of directing techniques. Class will explore dramatic styles and diverse conceptualizations of classic and modern texts. Emphasis will be placed on the actor/director and designer/director collaborative processes. Class will require the student to direct a one-act play. Prereq: THTR 431. A-O

THTR 433 History of Western Drama I (3) ( Cross-listed as ENG 421) Survey of representative plays from the Classics through English Renaissance as a basis for theatrical and dramatic criticism. No prereq. F

THTR 434 History of Western Drama II (3) ( Cross-listed as ENG 422) Survey of representative plays from French Renaissance to modern periods as a basis for theatrical production and dramatic criticism. No prereq. Sp

THTR 499 Special Topics in Theatre Arts (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Prereq: consent of instructor. F, Sp

## English

Students electing to pursue a major in English enter courses of study leading to either a Bachelor of Science or a Bachelor of Arts degree. The Bachelor of Arts program requires a foreign language and provides more liberal studies than the Bachelor of Science program. Students pursuing either degree may choose a writing emphasis and may elect to fulfill the requirements for teacher certification.

The English Department also offers courses leading to a teaching minor, a liberal arts minor (with a choice of emphasis), and a writing concentration certificate. The latter option provides special recognition for students not majoring or minoring in English who complete fifteen hours of advanced writing courses.

All programs in English seek to create an atmosphere in which the student learns to display the traditional values of creativity, competence, broad and specific knowledge, and self-understanding as preparation for professional schools (e.g., graduate school, medical school, law school), for teaching or business, or for any other life goals in which knowledge of language—the most basic human tool—or literature is involved.

English in the University Core Curriculum  
English courses meet several criteria in the University Core Curriculum, depending on the particular content of the course. The following composition courses have been approved for UCC credits. ENG 101–Rhetoric and Composition I: Critical Thinking, 3 hrs. credit under Goal A1: Composition/Speech. ENG 201–Rhetoric and Composition II: Argumentation, 3 hrs. under Goal A1: Composition/Speech. ENG 301–Advanced Composition, 3 hrs., under Goal A1: Composition/Speech.

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Literature courses which meet the University Core Curriculum Goal B2: The Arts include the following: ENG 105—Introduction to Literature, 3 hrs.; ENG 251—Masterpieces of ENG Literature I, 3 hrs.; ENG 252—Masterpieces of ENG Literature II, 3 hrs.; ENG 261—Masterpieces of American Literature I, 3 hrs.; ENG 262—Masterpieces of American Literature II, 3 hrs.; ENG 282—Bible as Literature I, 3 hrs.; ENG 283—Bible as Literature II, 3 hrs.; ENG 285—Introduction to Film, 3 hrs.; ENG 286—Classical Mythology, 3 hrs.; ENG 302—Creative Writing, 3 hrs.; ENG 330—Ethnic Literature in America, 3 hrs. Literature courses which meet other University Core Curriculum goals are: Goal B1: Ethics—ENG 222—Evil in Literature, 3 hrs.; Goal C2: Individual Development/Social Behavior—ENG 330—Ethnic Literature in America, 3 hrs.; and Goal C5: Global Communities—ENG 386—World Mythology, 3 hrs.

Major—Bachelor of Arts or Bachelor of Science  
39-42 semester hours, depending on degree and emphasis

NOTE: English majors normally are expected to use Humanities 241-242: The Western Tradition in Literature I-II to fulfill Category C4: Western Culture in the University Core Curriculum.

Bachelor of Arts Degree (requires foreign language)  
39 semester hours

#### Literature Emphasis

Required courses—21 hrs.: ENG 251—Masterpieces of English Literature I, 3 hrs.; ENG 252—Masterpieces of English Literature II, 3 hrs.; ENG 261—Masterpieces of American Literature I, 3 hrs.; ENG 262—Masterpieces of American Literature II, 3 hrs.; ENG 301—Advanced Composition, 3 hrs.; ENG 448—Literary Theory and Criticism, 3 hrs.; ENG 451—Plays of Shakespeare, 3 hrs.

#### Elective courses—12 hours:

Historical courses—choose one: ENG 415—History of Rhetoric, 3 hrs.; ENG 424—Chaucer, 3 hrs.; ENG 426—The Literature of the Renaissance, 3 hrs.; ENG 427—Neo-Classical and 18th-Century Literature, 3 hrs.; ENG 430—19th-Century Literature, 3 hrs.; ENG 438—T 20th-Century Southern Literature, 3 hrs.

Genre courses—choose one: ENG 433—History of Western Drama I, 3 hrs.; ENG 434—History of Western Drama II, 3 hrs.; ENG 431—Twentieth-Century Poetry, 3 hrs.; ENG 435—Fiction to 1875, 3 hrs.; ENG 436—Fiction from 1875 to 1930, 3 hrs.; ENG 437—Contemporary Fiction, 3 hrs.

Open electives—12 hrs. Additional courses to complete 39 hours (no more than 3 hrs. below the 300 level; no more than 3 hrs. in any single course).

#### Writing Emphasis

The Writing Emphasis offers two tracks for students, one in a general writing option and one in a creative writing option. Both require students to complete the Writing Emphasis Core. The general writing option in the Writing Emphasis is available with both the B.A. and the B.S. degree. The creative writing option in the Writing Emphasis is available only with the B.A. degree.

#### Writing Emphasis Core Courses (24 hours):

Required courses—18 hrs. : ENG 251—Masterpieces of English Literature I, 3 hrs.; ENG 252—Masterpieces of English Literature II, 3 hrs.; ENG 261—Masterpieces of American Literature I, 3 hrs.; ENG 262—Masterpieces of American Literature II, 3 hrs.; ENG 301—Advanced Composition, 3 hrs.; ENG 451—Plays of Shakespeare, 3 hrs.

General Writing Option: Additional courses (choose five of the following): ENG 316—Critical and Investigative Writing, 3 hrs.; ENG 412—Writing for the Professions, 3 hrs.; ENG 415—History of Rhetoric, 3 hrs.; ENG 417—History of the English Language, 3 hrs.; ENG 448—Literary Theory and Criticism, 3 hrs.; ENG 491—The Writer at Work, 3 hrs.

Creative Writing Option: Required courses: ENG 302—Creative Writing, 3 hrs.; either ENG 303—Poetry Workshop, 3 hrs. or ENG 304—Fiction Workshop, 3 hrs.; ENG 402—Advanced Creative Writing, 3 hrs.; ENG 491—The Writer at Work, 3 hrs.; one of the following ENG 305—Nonfiction Workshop, 3 hrs. or ENG 335—Playwriting I, 3 hrs. or ENG 307—Screen Writing, 3 hrs.

Electives: Additional 300- or 400-level English courses to complete 39 hrs.

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Bachelor of Science Degree (does not require foreign language)

42 semester hours

Writing Emphasis

Required courses : Literature Surveys: ENG 251—Masterpieces of English Literature I, 3 hrs.; ENG 252—Masterpieces of English Literature II, 3 hrs.; ENG 261—Masterpieces of American Literature I, 3 hrs.; ENG 262—Masterpieces of American Literature II, 3 hrs. Additional required courses: ENG 448—Literary Theory and Criticism, 3 hrs.; ENG 451—Plays of Shakespeare, 3 hrs.; ENG 301—Advanced Composition, 3 hrs.; ENG 316—Critical and Investigative Writing, 3 hrs.; ENG 412—Writing for the Professions, 3 hrs.; ENG 415—History of Rhetoric, 3 hrs.; ENG 491—The Writer at Work, 3 hrs.

Elective courses—One course selected from the following language courses: ENG 313—Introduction to Linguistics, 3 hrs.; ENG 314—Survey of English Grammars, 3 hrs.; ENG 417—History of the English Language, 3 hrs.

One of the following creative writing courses: ENG 302—Creative Writing, 3 hrs.; ENG 303—Poetry Workshop, 3 hrs.; ENG 304—Fiction Workshop, 3 hrs.; ENG 305—Non-Fiction Workshop, 3 hrs.; ENG 335—Playwriting I, 3 hrs.; ENG 402—Advanced Creative Writing, 3 hrs.

One 300- or 400-level literature course, 3 hrs.

Teacher Certification Major (Bachelor of Arts or Bachelor of Science)

42 semester hours

NOTE: Students entering the English teaching program must take ENG 301 as the second course for their University Core Curriculum Goal A1: Composition/Speech requirement. Also such students should review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin. A student may complete this program with either the B.A. or the B.S. degree.

Required courses : Literature Surveys—12 hrs. ENG 251—Masterpieces of English Literature I, 3 hrs.; ENG 252—Masterpieces of English Literature II, 3 hrs.; ENG 261—Masterpieces of American Literature I, 3 hrs.; ENG 262—Masterpieces of American Literature II, 3 hrs.

Other required courses—15 hours. ENG 310-Writing in the Secondary Schools, 3 hrs.; ENG 313—Introduction to Linguistics, 3 hrs.; ENG 314—Survey of English Grammars, 3 hrs.; ENG 448—Literary Theory and Criticism, 3 hrs.; ENG 451—Plays of Shakespeare, 3 hrs. State requirement: JRN 192: Introduction to Mass Communication, 3 hrs.

Elective courses—12 hours (Nine hours must be at the 300-400 Level)

Minor—Teacher Certification

24 semester hours

NOTE: Students entering the English teaching program must take ENG 301 as the second course for their University Core Curriculum Goal A1: Composition/Speech requirement. Also such students should review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin.

Required courses : ENG 105—Introduction to Literature, 3 hrs.; ENG 251—Masterpieces of English Literature I, 3 hrs.; ENG 252—Masterpieces of English Literature II, 3 hrs.; ENG 261—Masterpieces of American Literature I, 3 hrs.; ENG 262—Masterpieces of American Literature II, 3 hrs.; ENG 310-Writing in the Secondary Schools, 3 hrs.; ENG 313—Introduction to Linguistics or ENG 314—Survey of English Grammars, 3 hrs.; JRN 181—Introduction to Mass Communication, 3 hrs.

Minor—Literature Emphasis

24 semester hours

Required courses : ENG 251—Masterpieces of English Literature I, 3 hrs.; ENG 252—Masterpieces of English Literature II, 3 hrs.; ENG 261—Masterpieces of American Literature I, 3 hrs.; ENG 262—Masterpieces of American Literature II, 3 hrs.

Elective courses: 12 hours as directed by advisor.

Minor—Writing Emphasis

24 semester hours

Required courses : ENG 301—Advanced Composition, 3 hrs.; ENG 302—Creative Writing, 3 hrs.; ENG 316—Critical and Investigative Writing, 3 hrs.; ENG 412—Writing for the Professions, 3 hrs.; ENG 415—History of Rhetoric, 3 hrs.; ENG 448—Literary Theory and Criticism, 3 hrs.

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One selected from: ENG 313—Introduction to Linguistics, 3 hrs.; ENG 314—Survey of English Grammars, 3 hrs.; ENG 417—History of the English Language, 3 hrs.

One selected from: ENG 251—Masterpieces of English Literature I, 3 hrs.; ENG 252—Masterpieces of English Literature II, 3 hrs.; ENG 261—Masterpieces of American Literature I, 3 hrs.; ENG 262—Masterpieces of American Literature II, 3 hrs.

### Writing Concentration Certificates

15 semester hours

The English Department offers two writing concentration certificates: The Writing Concentration and The Creative Writing Concentration. The requirements for each are listed following.

#### The Writing Concentration:

Required courses : ENG 301—Advanced Composition, 3 hrs.; ENG 316—Critical and Investigative Writing, 3 hrs.; ENG 412—Writing for the Professions, 3 hrs.; ENG 415—History of Rhetoric, 3 hrs. or ENG 417—History of the English Language, 3 hrs.; ENG 491—The Writer at Work, 3 hrs.

#### The Creative Writing Concentration:

Required courses : ENG 302—Creative Writing, 3 hrs.; ENG 305—Non-Fiction Workshop, 3 hrs. or ENG 335—Playwriting I Workshop, 3 hrs.; ENG 303—Poetry Workshop, 3 hrs. or ENG 304—Fiction Workshop, 3 hrs.; ENG 402—Advanced Creative Writing (poetry), 3 hrs. or ENG 402—Advanced Creative Writing (fiction) 3 hrs.; ENG 491—The Writer at Work (poetry project or fiction project), 3 hrs.

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

100 Introduction to Rhetoric and Composition (3) A portfolio-based, preparatory course in reading, writing, reflection, and discussion, emphasizing rhetorical analysis and strategies for focusing, developing, and organizing writing. Special attention also is given to strategies for revising and editing writing. Course credits will apply as electives toward graduation. Prereq: GENS 098 or appropriate placement, based on such factors as the RCPE score, high school GPA, high school class rank, and DRP. Basic keyboarding skills required; see ASBE 121. F, Sp, Su

101 Rhetoric and Composition I: Critical Thinking (3) A course in the critical arts of reading, writing, reflection, and discussion with an introduction to rhetoric and informal logic. Meets University Core Curriculum Goal A1: Composition/ Speech and A3: Critical Thinking. Prereq: ENG 100 or appropriate placement based on such factors as the RCPE score, high school GPA, high school class rank, and DRP. Basic keyboarding skills required; see ASBE 121. F, Sp, Su

105 Introduction to Literature (3) An introduction to literature emphasizing the ability to read critically. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp, Su

201 Rhetoric and Composition II: Argumentation (3) A second course in the critical arts of reading, writing, reflection, and discussion emphasizing the responsibilities of written inquiry and structured reasoning. Meets University Core Curriculum Goal A1: Composition/Speech. Prereq: ENG 101 or approved equivalent. F, Sp, Su

210 Technical Writing (3) The fundamentals of technical communication with emphasis on clear, precise, and orderly exposition. Prereq: ENG 101. F, Sp

222 Concepts of Evil in Literature (3) A study of literary works from different countries and eras that reflect on the causes, nature, and consequences of evil. Special focus on development of ethical principles and decision-making. Meets University Core Curriculum Goal B1: Ethics. No prereq.

251 Masterpieces of English Literature I (3) A survey of masterpieces of English literature from its origins to the end of the 18th century, including works of Middle Ages, Renaissance, and Restoration as well as the neo-classical and pre-Romantic periods of the 18th century. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp

252 Masterpieces of English Literature II (3) A survey of masterpieces of English literature from the beginning of the 19th century to the present, including works of the Romantic, Victorian, Modernist, and Contemporary periods. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp

261 Masterpieces of American Literature I (3) A survey of masterpieces of American literature from the colonial period to the end of the 19th century, including works pertaining to the foundations of the republic, the American Renaissance, and the Age of Realism. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp

262 Masterpieces of American Literature II (3) A survey of masterpieces of American literature of the 20th century, including works pertaining to realism and naturalism, the modernist period, the Southern Renaissance, and contemporary literature. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp

285 Introduction to Film (3) An introductory examination of motion pictures as an art form. Students attend a series of selected films and discuss and evaluate them with respect to theme and technique. Critical principles are examined, and basic dramatic, literary, and photographic principles of cinema are investigated. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp

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286 Classical Mythology (3) A study of the mythologies of the Near Eastern, Cretan, Greek, Roman, and Northern European civilizations. Meets University Core Curriculum Goal B2: The Arts. No prereq. F

288 Women in Literature Through the 18th Century (3) A study of representations of women in literature written by men and women. For the most part this course falls into these periods: Hebrew, Classical Greek, Roman, Medieval, Renaissance, 17th, and 18th centuries. The course provides historical background for studying contemporary women's literature, theory, and issues. No prereq.

299 Special Topics of Literature (3) Selected works grouped together because they all deal with the same type (e.g., "Science Fiction," "Satire," author(s) ("Hemingway and Fitzgerald," "Virginia Woolf"), or concept ("Alienation in Literature," "Psychology and Literature"). Each time this course is offered the particular topic is announced in the class schedule. A student may take this course only once for credit as part of the English requirements, but a student may take the course more than once for elective hours toward University requirements. No prereq.

301 Advanced Composition (3) A flexible course in advanced composition, sometimes in a lecture-discussion format, stressing advanced techniques of analyzing a question, formulating answers, and organizing and elaborating the presentation; sometimes, in a seminar format, stressing special types of exposition such as technical and business reports, scholarly papers, and magazine articles; and sometimes, in whatever format, concentrating on the cultivation of an effective prose style. Meets University Core Curriculum Goal A1: Composition/Speech. Prereq: ENG 201 or consent of instructor. F, Sp, Su

302 Creative Writing (3) Inquiry into the creative process. Students will write poems, short fiction, and dramatic scenes with critical analysis and discussion by the instructor and class. Meets the University Core Curriculum Goal B2: The Arts. Prereq: ENG 201 or consent of instructor. F, Sp

303 Poetry Workshop(3) An intense study of poetry, in which students examine poems of others and address in their own poems, issues of character, personality, image, nuance, tone, setting, and concision. Prereq: ENG 302. Sp

304 Fiction Workshop (3) An intense study of fiction in which students examine fiction of others and write fiction of their own. Prereq: ENG 302. F

305 Non-Fiction Workshop (3) A course in which students will hone critical skills and polish their prose in the literary essay. Prereq: ENG 302. F

310 Writing in the Secondary Schools (3) A course for prospective secondary school teachers on issues related to teaching writing in grades 5-12, including writing as a process, assigning and evaluating student writing, portfolio assessment, and research as writing to learn. Students also will practice writing in a variety of modes. Required for Teacher Certification in English. Prereq: ENG 301 or consent of instructor. F

313 Introduction to Linguistics (3) An introduction to the discipline of linguistics, with particular attention to the following fields: historical linguistics, comparative linguistics, descriptive linguistics, semantics, applied linguistics (with special reference to education), sociolinguistics, psycholinguistics, and assorted grammatical studies. Prereq: ENG 201 or consent of instructor. Sp

314 Survey of English Grammars (3) Survey of the tradition of English grammatical study, including scholarly and pedagogical grammars, from the 18th century to the present. Prereq: ENG 201 or consent of the instructor. F

316 Critical and Investigative Writing(3) A course aimed at developing critical thinking and investigative skill—the latter involving greater sophistication not only in secondary research but also in primary research (e.g., questionnaires, interviews, etc.). These skills are applicable whether the writing is for government agencies, non-profit organizations, research foundations, business, industry, or education. No prereq. Sp

330 Ethnic Literature in America (3) A survey of significant minority contributions to literature, particularly Black-American, but including Native-American, Asian-American, and Mexican-American. Meets University Core Curriculum Goal B2: The Arts and C2: Individual Development/Social Behavior. Prereq: 62 semester hours of credit or consent of instructor. Sp

335 Playwriting I (3) An intense study of dramaturgy, in which students will write dramas of their own. Cross-listed with THTR 324. Prereq: ENG 302 and THTR 121.

336 Playwriting II (3) A formal study to help advanced creative writing students sharpen their awareness of contemporary trends in drama and critical theory. Cross-listed with THTR 325. Prereq: ENG 335 (THTR 335) or consent of instructor.

382 Literature of the Bible I (3) Literary study of the Torah and Prophets of the Hebrew Bible, in English translation. Meets University Core Curriculum Goal B2: The Arts. Prereq: sophomore standing or consent of instructor.

383 Literature of the Bible II (3) Literary study of the writings of the Hebrew Bible, the Apocrypha, and the New Testament, in English translation. Meets University Core Curriculum Goal B2: The Arts. Prereq: sophomore standing or consent of instructor.

386 World Mythology (3) An examination of the major cultural mythologies from around the world for cross-cultural comparisons and contrasts. Meets University Core Curriculum Goal C5: Global Communities. Prereq: ENG 101, ENG 201, and sophomore standing. Sp

387 Women's Literature and Gender Issues: 19th- and 20th-Century Theory and Praxis (3) A study of significant 19th- and 20th-century works of literature and literary theory by or about women, with special emphasis on the implications of gender for art and culture. Prereq: ENG 201 or consent of the instructor.

402 Advanced Creative Writing (3) An advanced course designed for students committed to writing professional poetry or fiction. Students will be admitted by consent of the instructor and will contract with the instructor to concentrate in one of the above areas. Prereq: ENG 302 and 303 or 304, or consent of instructor. Sp

411 Writing in the Computer Age (3) A course in the kinds of writing made possible by computer-based composing with attention to the impact of technology and computers upon the writer's process and product. The course will cover word processing, document design, desktop publishing, hypertext, e-mail, Internet information access, and multimedia presentation. No prereq.

- 412 Writing for the Professions (3) Study of practical ways to write the specialized documentation needed for today's industry, science, research, and technical management. Prereq: either Enrollment in the Writing Emphasis or Writing Concentration and ENG 301 or consent of instructor.
- 415 History of Rhetoric (3) An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of men and on historical events which influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own writing and their evaluation of the writing of others. Cross-listed with Philosophy. No prereq. F
- 417 History of the English Language (3) A chronological study of the recorded history of the English language from the ninth century to the present. Detailed study of major changes in phonology, lexicon (morphology and semantics), and syntax. Attention to the notion and practice of Standard English and to the development and current state of dialects in the USA. No prereq.
- 424 Chaucer (3) A study of the major works of Geoffrey Chaucer, particularly *The Canterbury Tales*, with attention to the language and times of Chaucer. Includes lecture and discussion. Prereq: 62 semester hours of credit or consent of instructor.
- 426 The Literature of the Renaissance (3) Non-dramatic literature of the Renaissance. Emphasis on major figures such as Spenser, Donne, and Milton. Prereq: either ENG 251 and ENG 301 or consent of the instructor.
- 427 Neo-Classical and Eighteenth-Century Literature (3) From Dryden to the pre-Romantics. Emphasizes poetry and changing social thought in England and America, with continental backgrounds. No prereq.
- 430 Nineteenth-Century Literature (3) The writing of the English Romantics and Victorians and of American writers of the period, studied against the background of 19th-century continental writers. No prereq.
- 431 Twentieth-Century Poetry (3) A study of representative 20th-century poets. No prereq.
- 433 History of Western Drama I(3) Survey of representative plays from classic through the Renaissance as a basis for theatrical production and dramatic criticism. Cross-listed as THTR 433. No prereq. F
- 434 History of Western Drama II (3) Survey of representative plays from the Restoration to the modern periods as a basis for theatrical production and dramatic criticism. Cross-listed as THTR 434. No prereq. Sp
- 435 Fiction to 1875 (3) A study of English and American prose fiction (principally the novel) before the late 19th-century change to modern realism and naturalism. The course includes the great Victorians and Americans through Hawthorne and Melville with relevant continental backgrounds. No prereq.
- 436 Fiction from 1875 To 1930 (3) A study of English and American prose fiction of the realist, naturalist, and early modern periods. The course includes such writers as James, Twain, Crane, Conrad, Lawrence, Joyce, and others, with major continental figures as well. No prereq.
- 437 Contemporary Fiction (3) A study of English and American prose fiction from approximately 1930 to the present, with continental backgrounds. No prereq.
- 438 Twentieth-Century Southern Literature (3) A study of the literature produced by American Southern writers from ca. 1920 to the present. The course includes such writers as Faulkner, Wolfe, Warren, Welty, and O'Connor. No prereq.
- 444 Literature in the Secondary Schools (3) A course on issues related to the teaching of literature in grades 5 to 12, including censorship, literary theory, adolescent literature, multi-cultural literature, the ethics of reading, and the connections between reading and the other language arts: writing, speaking, and listening. Prereq: ENG 301. Su
- 448 Literary Criticism and Theory (3) A study of literary criticism and aesthetic theory. Consists of a survey of literary theories, and an introduction to modern technical analysis and to the various scholarly approaches to literature. No prereq. Sp
- 459 Special Studies in English (1-3) English studies in conjunction with special activities and events, such as seminars, conferences, field work, travel projects, and research. Semester hours of credit awarded for each offering will be determined by the instructor and the department chairperson. Repeatable for up to three hours with change of topics. Prereq: consent of the instructor.
- 451 Plays of Shakespeare (3) An intensive study of selected comedies, tragedies, histories, and romances. Required of English majors. Prereq: Either ENG 251 and ENG 301, or permission of the instructor. F
- 490 Practicum: Tutoring and Individualized Instruction in English (3) A course that enables a student to gain practical experience in teaching English on a one-to-one basis while staffing the University's Writing Workshop. Tuition waiver possible. Hours do not apply to University Core Curriculum or the English major. Students attend a weekly seminar of approximately one and one-half hours and tutor in the workshop. Prereq: consent of instructor. F, Sp
- 491 The Writer at Work (3) An advanced seminar involving all aspects of preparing a manuscript through actual publication. Students will complete a project demonstrating such professional competence. Prereq: enrollment in The Writing Emphasis or The Writing Concentration, The Creative Writing Concentration, or consent of instructor. Sp
- 498 Internship in English (3) A course granting credit for work experiences related to complementing the English major. The course provides for a minimum of 150 hours of supervised professional work, two written evaluations by the supervisor, an on-site visit by a University representative, maintenance of a log or portfolio, and periodic interviews with a department faculty member. Open to juniors or seniors. Grades assigned as Satisfactory or Unsatisfactory only. Prereq: ENG 301 and consent of instructor. F, Sp, Su
- 499 Seminar in Literature and Language (3) An advanced topics course for majors, minors, and other qualified students. A maximum of six credit hours may be earned. Prereq: 62 semester hours of credit and consent of instructor.



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## Foreign Languages

The study of languages acquaints students with cultures other than their own. It prepares students for teaching and for various careers in business and government. Majors and minors are available in French, German, and Spanish. Teacher certification is available in French, German, and Spanish and a proficiency certificate is awarded to Japanese students who complete 18 credit hours in the language.

Concentration—Language and International Trade  
Language majors may opt for a concentration in international trade and business. This concentration combines the study of a foreign language (French, German, or Spanish) with a business core, culminating with an internship in an international perspective.

Required business course—30 semester hours : ACCT 201-202—Accounting Principles, 6 hrs.; CIS 151—Computer Applications 3 hrs.; FIN 201—Business Finance, 3 hrs.; MNGT 305—Principles of Management, 3 hrs.; MKTG 305—Principles of Marketing, 3 hrs.; MNGT 445—International Business, 3 hrs.; ECON 265—Business Statistics, 3 hrs.; or ECON 265—Elementary Statistics, 3 hrs.; or MATH 241—Principles of Statistics, 3 hrs.

Directed business elective, 6 hrs.

Required cognate courses outside the School of Business—1(3): MATH 111—College Algebra, 4 hrs.; ECON208—Microeconomics 3 hrs.; ECON 209—Macroeconomics, 3 hrs.; PSY 201—General Psychology, 3 hrs.

### Major—French

30 semester hours

Required courses : 203—Intermediate French I, 3 hrs.; 204—Intermediate French II, 3 hrs.; 214—Intermediate French Conversation, 3 hrs.; 303—Advanced Composition and Conversation, 3 hrs.; 309—Contemporary French Culture and Society, 3 hrs.; 311—Introduction to French Literature, 3 hrs.; 416—17th and 18th Centuries French Literature, 3 hrs.; 417—19th and 20th Centuries French Literature, 3 hrs.; 420—Seminar in 20th Century Literature and Culture, 3 hrs.; and one elective (three hours) selected from 400-level special topics courses or individual study as directed by advisor.

NOTE: French 101 and 102 cannot be applied toward a French major or minor.

### Minor—French

24 semester hours

Required courses : 203—Intermediate French I, 3 hrs.; 204—Intermediate French II, 3 hrs.; 214—Intermediate French Conversation, 3 hrs.; 303—French Composition and Conversation, 3 hrs.; 309—Contemporary French Culture and Society, 3 hrs.; 311—Introduction to French Literature, 3 hrs.; 416—17th and 18th Centuries French Literature, 3 hrs.; 417—19th and 20th Centuries French Literature, 3 hrs.

### Major—German

30 semester hours

Required courses : 203—Intermediate German I, 3 hrs.; 204—Intermediate German II, 3 hrs.; 241—German Developmental Readings, 3 hrs.; 242—Advanced Developmental Reading, 3 hrs.; 301—German Composition and Conversation, 3 hrs.; 309—Contemporary German Culture and Society, 3 hrs.; 318—Survey of German Lyric, 3 hrs.; 333—The German Press, 3 hrs.; 334—Introduction to Modern German Drama, 3 hrs.; 418—The German Novelle, 3 hrs.

NOTE: German 101 and 102 cannot be applied toward a German major or minor.

### Minor—German

24 semester hours

Required courses : 203—Intermediate German I, 3 hrs.; 204—Intermediate German II, 3 hrs.; 241—German Developmental Readings, 3 hrs.; 301—German Composition and Conversation, 3 hrs.; 309—Contemporary German Culture and Society, 3 hrs.; 318—Survey of German Lyric, 3 hrs.; 333—The German Press, 3 hrs. or 418—The German Novelle, 3 hrs.; 334—Introduction to Modern German Drama, 3 hrs.

NOTE: German 101 and 102 cannot be applied toward a German minor. Teaching minors must take 418—The German Novelle.

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Major—Spanish  
30 semester hours

Required courses : 203—Spanish Review, 3 hrs.; 204—Reading and Discussion of Contemporary Problems of the Spanish World, 3 hrs.; 301—Advanced Conversation, 3 hrs.; 302—Advanced Spanish Composition and Style, 3 hrs.; 408—Survey of Spanish Literature 3 hrs.; 409—Survey of Spanish American Literature, 3 hrs.

Elective courses : twelve hours selected from Spanish course offerings as directed by advisor from 300- and 400-level courses or equivalents.

NOTE: Spanish 101 and 102 cannot be applied toward a Spanish major or minor.

Minor—Spanish  
24 semester hours

Required courses : 203—Spanish Review, 3 hrs.; 204—Readings and Discussion of Contemporary Problems of the Spanish World, 3 hrs.; 301—Advanced Conversation, 3 hrs.; 302—Advanced Spanish Composition and Style, 3 hrs.; 406—Spanish Culture, 3 hrs.; 407—Spanish American Culture, 3 hrs.; 408—Survey of Spanish Literature, 3 hrs.; 409—Survey of Spanish-American Literature, 3 hrs.

Teacher Certification

NOTE: Please review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin.

Major—French  
(teacher certification)  
38 semester hours

Required courses : 203—Intermediate French I, 3 hrs.; 204—Intermediate French II, 3 hrs.; 214—Intermediate Conversation, 3 hrs.; 303—Composition and Conversation, 3 hrs.; 309—Contemporary French Culture, 3 hrs.; 311—Introduction to French Literature, 3 hrs.; 416—17th and 18th Century French Literature, 3 hrs.; 417—19th & 20th Century French Literature, 3 hrs.; 420—Seminar 20th c. Literature and Culture, 3-6hrs.; 390—Teaching of Modern Foreign Languages in Secondary Schools, 2 hrs.

Education requirements : Teaching of Modern Foreign Languages in Secondary Schools, 2 hrs.

Elective courses : six to nine hours selected from French course offerings as directed by advisor from 400-level courses or equivalents.

Minor—French  
(teacher certification)  
24 semester hours

Required courses : 203—Intermediate French I, 3 hrs.; 204—Intermediate French II, 3 hrs.; 214—Intermediate French Conversation, 3 hrs.; 303—French Composition and Conversation, 3 hrs.; 309—Contemporary French Culture and Society, 3 hrs.; 311—Introduction to French Literature, 3 hrs.; 400—Special Topics in French (Stylistics), 3 hrs.; 417—19th and 20th Century French Literature, 3 hrs.

Major—German  
(teacher certification)  
38 semester hours

Required courses : 203—Intermediate German I, 3 hrs.; 204—Intermediate German II, 3 hrs.; 241—German Developmental Readings, 3 hrs.; 242—Advanced Developmental Reading, 3 hrs.; 301—German Composition and Conversation, 3 hrs.; 309—Contemporary German Culture and Society, 3 hrs.; 318—Survey of German Lyric, 3 hrs.; 333—The German Press, 3 hrs.; 334—Introduction to Modern German Drama, 3 hrs.; 418—The German Novelle, 3 hrs.; German 390—Teaching of Modern Foreign Languages in Secondary Schools, 2 hrs.

Education requirements : Teaching of Modern Foreign Languages in Secondary Schools, 2 hrs.

Elective courses : six hours selected from German 470 in the fields of advanced language study, teacher preparation, culture, and literature, as directed by advisor.

Minor—German  
(teacher certification)  
24 semester hours

Required courses : 203—Intermediate German I, 3 hrs.; 204—Intermediate German II, 3 hrs.; 241—German Developmental Readings, 3 hrs.; 301—German Composition and Conversation, 3 hrs.; 309—Contemporary German Culture and Society, 3 hrs.; 318—Survey of German Lyric, 3 hrs.; 418—The German Novelle, 3 hrs.

Elective courses : three hours selected from German course offerings as directed by advisor.

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Major—Spanish  
(teacher certification)

39 semester hours

Required courses : 203—Spanish Review, 3 hrs.; 204—Readings and Discussion of Contemporary Problems of the Spanish World, 3 hrs.; 301—Advanced Conversation, 3 hrs.; 302—Advanced Spanish Composition and Style, 3 hrs.; 406—Spanish Culture, 3 hrs.; 407—Spanish American Culture, 3 hrs.; 408—Survey of Spanish Literature, 3 hrs.; 409—Survey of Spanish-American Literature, 3 hrs.

Education requirements : Teaching of Modern Foreign Languages in Secondary Schools, 2 hrs.

Elective courses : 13 hours selected from Spanish course offerings as directed by advisor.

Minor—Spanish  
(teacher certification)

24 semester hours

Required courses : 203—Spanish Review, 3 hrs.; 204—Readings and Discussion of Contemporary Problems of the Spanish World, 3 hrs.; 301—Advanced Conversation, 3 hrs.; 302—Advanced Spanish Composition and Style, 3 hrs.; 406—Spanish Culture, 3 hrs.; 407—Spanish American Culture, 3 hrs.; 408—Survey of Spanish Literature, 3 hrs.; 409—Survey of Spanish-American Literature, 3 hrs.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

French

101 Elementary French I (3) Fundamentals of the language taught through a multiple approach (understanding, speaking, writing, and reading). French is used extensively as a medium of communication in the classroom. No prereq. F

102 Elementary French II (3) Continuation of FREN 101. Continued development of French grammar and syntax, vocabulary, conversation, writing, and reading skills. Language of instruction: French. Prereq: FREN 101 or equivalent. Sp

203 Intermediate French I (3) A thorough review of the French language system to include work in grammar, conversation, reading, and composition. Short readings and songs introduce the students to cultural and literary themes. Language of instruction: French. Prereq: FREN 102 or equivalent. F

204 Intermediate French II (3) Continuation of FREN 203. Grammar review will include those structures not covered in 203, with a greater emphasis on composition. Readings from several time periods and genres continue the study of cultural and literary themes. Language of instruction: French. Prereq: FREN 203 or equivalent. Sp

214 Intermediate French Conversation (3) Intensive oral practice in French on the intermediate level. Often taken concurrently with FREN 204. Focus on communicative tasks. Topics include French culture, current events, work, and travel. Language of instruction: French. Prereq: FREN 203 or equivalent. Sp

303 Advanced French Composition and Conversation (3) Intensive oral and written practice. Emphasis on pronunciation, oral and written accuracy and original composition. Review of selected points of French grammar. Language of instruction: French. Prereq: FREN 204 or equivalent. F

309 Contemporary French Culture and Society (3) An examination of the main social, political, and cultural trends that form present-day France. Materials include cultural readings, newspapers, maps, documentaries, and films. Language of instruction: French. Prereq: FREN 204 or consent of instructor Sp

311 Introduction to French Literature (3) Critical reading and literary and cultural analysis of selected texts in the major literary genres. Language in instruction: French. Prereq: FREN 204 or consent of instructor F

390 Teaching of Modern Foreign Languages in Secondary Schools (2) Aims and methods of procedure in teaching modern foreign languages in secondary schools: materials and organization as preparation for student teaching. (Same as Spanish 390 and German 390) Prereq: consent of instructor.

400 Special Topics in French —Topics in the fields of advanced language study, teacher preparation, culture, and literature will be offered from time to time. This course may be taken as often as topics vary. Prereq: consent of instructor. Sp

416 17th and 18th Centuries French Literature (3) An examination of the major literary movements from French Classicism to the Enlightenment through the critical reading of representative texts. Language of instruction: French. Prereq: FREN 311 or instructor's permission. Sp

417 19th and 20th Centuries French Literature (3) An analysis of representative texts from Romanticism, Realism, Naturalism, Existentialism, and the Absurd. Language of instruction French. Prereq: FREN 311 or consent of instructor. F

420 Seminar in Twentieth Century French Literature and Culture (3) Focus on a specific genre, literary movement, or cultural theme. May be taken as often as subjects vary. Prereq: FREN 311 or instructor's permission. F

499 Individual Study in French (1-3) Research in a specific area of Francophone literature, culture or education, culminating in an analytical paper. Elected upon approval of appropriate faculty advisor. Prereq: one French course on the 400 level (waived in special cases). May be taken twice. Prereq: consent of instructor.

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## German

101 Beginning German I (3) Fundamentals of the language taught on the principle of multiple approach (understanding, speaking, writing, and reading). German is used extensively as the medium of communication in the classroom. Three class hours a week plus assigned audio cassette review. No prereq. F

102 Beginning German II (3) Continuation of GERM 101. Continued development of German grammar and syntax, idiomatic expressions, vocabulary, reading, composition, and conversation skills. Language of instruction: German. Prereq: GERM 101 or equivalent. Sp

203 Intermediate German I (3) A thorough review of the German language system to include work in grammar, reading, composition, and conversation. Readings in the German short story and essay provide the student with interpretive skills and an introduction to major literary and cultural themes. Language of instruction: German. Prereq: GERM 102 or equivalent. F

204 Intermediate German II (3) A continuation of GERM 203. Grammar review will include those concepts not covered in 203. Class discussions on the short story and selected topics will increase the student's verbal ability in the language. Language of instruction: German. Prereq: GERM 203 or equivalent. Sp

231 German Readings in Chemistry (2) A course designed specifically for the student intent on graduate studies in the field of chemistry. Intensive readings in chemical texts and current chemical research, with an emphasis on translation methods. Language of instruction: English. Prereq: GERM 204 or concurrently.

241 German Developmental Readings (3) A study of six biographical readers specifically designed to provide the student with the 2,000 most frequently occurring words in the German language. In addition to improving the student's reading and speaking facility, the course offers an in-depth understanding of the prominent role of six Germans who have helped to shape world science, history, and art. Language of instruction: German. Prereq: GERM 203 or concurrently with GERM 204, or permission of the instructor. Sp

242 Advanced Developmental Reading (3) A continuation of the biographical readers series of prominent Germans begun in GERM 241. Continuing emphasis on vocabulary development. As a transitional step to GERM 301 (Composition and Conversation), students will learn to apply their developing vocabularies and knowledge of German life and letters through a series of short essays and oral presentations on German. Prereq: GERM 241 or permission of the instructor. F

301 German Composition and Conversation (3) Two of the four language skills receive intensive practice. Frequent oral presentations in varied forms (prepared speeches, debates, impromptu, and panel discussions) aid the student wishing to develop fluency in German, while a series of original compositions develops the student's ability to write German correctly and acquire a literary style. More advanced grammatical and stylistic problems are addressed. Continued emphasis on idiomatic expression. Language of instruction: German. Prereq: GERM 204 or equivalent. S

305 German Culture Practicum (3) A two-part course culminating in a ten-week work experience in Germany. Through six two-hour seminars and outside readings on contemporary Germany the student is prepared for life and work in German society. Two papers—one written

prior to departure and another upon returning—will be used to evaluate the student's evolving perspective of German life. Language of instruction: German. Prereq: Permission of the instructor. Sp

309 Contemporary German Culture (3) An investigation of the cultural psychology which has shaped the social, political, economic, and cultural conditions of today's Germany. Although emphasis is largely contemporary, the course explores the continuing influence of Bismarck's Germany, Weimar, and the two world wars on the Federal Republic. Resource materials are drawn from journals, newspapers, histories, recent films, contemporary essays, and fiction. Language of instruction: German. Prereq: GERM 203 or equivalent. S

318 Survey of German Lyric (3) A study of the most representative poets from the baroque to modern times offers an overview of the major movements in German literature. Language of instruction: German. Prereq: GERM 204 or equivalent. Sp

333 The German Press (3) Readings in politics, science, economics, art, and music from Germany's leading newspapers. The discussions in German are intended to improve oral proficiency and to make the student aware of current developments in German society. Prereq: GERM 204 or equivalent. F

334 Introduction to Modern German Drama (3) German drama from mid-19th century to the present time, emphasizing major literary movements and recent experiments in the theatre. Application of the acquired skills are demonstrated by the student in a dramatic presentation as well as through short papers and the final exam. Language of instruction: German. Prereq: GERM 204 or equivalent. F

390 Teaching of Modern Foreign Languages in Secondary Schools (2) Aims and methods of procedure in teaching modern foreign languages in secondary schools: materials and organization as preparation for student teaching (same as SPAN 390). Prereq: consent of instructor

418 The German Novelle (3) A study of the novelle from Romanticism to Thomas Mann, with comparisons to the German short story, provides an overview of principle themes and motifs. Application of the novelle and the short story to high school advanced German curriculum will be explored. Language of instruction: German. Prereq: GERM 204 or equivalent. Sp

470 Special Topics in German (3) Specialized topics to study in the fields of language study, teacher preparation, culture, and literature will be offered from time to time. This course may be taken as often as topics vary. Prereq: consent of instructor. F, Sp

## Japanese

101 Elementary Japanese I(3) This course introduces the fundamentals of Japanese through a multiple approach (understanding, speaking, reading, and writing). Cross-cultural comparisons are made. Japanese is used extensively as the medium of communication in the classroom. Audio-cassette practice is required as homework. No prereq. F

102 Elementary Japanese II (3) A continuation of JPN 101. Development of Japanese grammar, vocabulary, and idiomatic expressions. Cross-cultural comparisons are made. Japanese is used extensively as the medium of communication in the classroom. Audio-cassette practice is required as homework. Prereq: JPN 101 or the equivalent. Sp

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203 Intermediate Japanese (3) This course provides a thorough review and continuation of the Japanese language system to include low-intermediate-level work in listening, speaking, reading, writing, and cross-cultural understanding. Audio-cassette practice is required as homework. Prereq: JPN 102 or the equivalent. F

204 Intermediate Japanese (3) A continuation of JPN 203. Emphasis given at the mid-intermediate level to listening, speaking, reading, writing, and cross-cultural awareness. Audio-cassette practice is required as homework. Prereq: JPN 203 or the equivalent. Sp

301 Third Year Japanese I(3) This course provides a thorough review and continuation of the Japanese language system to include high intermediate-level work in listening, speaking, reading, writing, and cross-cultural understanding. Audio cassette practice is required as homework. Prereq: JPN 204 or the equivalent. F

302 Third Year Japanese II (3) A continuation of JPN 301. Emphasis given at the preliminary advanced level to listening, speaking, reading, writing, and cross-cultural awareness. Audio-cassette practice is required as homework. Prereq: JPN 301 or the equivalent. Sp

351 Advanced Japanese I (3) A continuation of JPN 302. Emphasis given at the preliminary advanced level to listening, speaking, and cross-cultural awareness. More advanced primary materials are used as the basis for reading and writing. The student is introduced to word processing in Japanese. Prereq: JPN 302 or the equivalent. F

352 Advanced Japanese II (3) A continuation of JPN 351. Emphasis continues at the preliminary advanced level to listening, speaking, and cross-cultural awareness. More advanced primary materials are used as the basis for reading and writing. The student is introduced to word processing in Japanese. Prereq: JPN 351 or the equivalent. Sp

#### Spanish

101 Elementary Spanish I (3) This course, together with Spanish 102, is designed as a complete introduction to the Spanish language. The oral skills, speaking and listening, are emphasized, while reading and writing assume increasing importance at later stages. No prereq. F

102 Elementary Spanish II (3) Review of Spanish grammar and syntax, idiomatic expressions, vocabulary building, reading, composition, conversation, and an introduction to Spanish-Latin American civilization. Prereq: SPAN 101 or equivalent. Sp

203 Spanish Review (3) A review of Spanish grammar and syntax, idiomatic expressions, vocabulary building, reading, composition, conversation, and an introduction to Spanish-Latin American civilization. Prereq: SPAN 102 or equivalent. F

204 Readings and Discussion of Contemporary Problems of the Spanish World(3) A preliminary study of ideas of contemporary Spanish-speaking writers through their most important works in the social sciences, especially those related to the underdeveloped countries. Prereq: SPAN 203, its equivalent, or consent of instructor. Sp

301 Advanced Conversation (3) A study of Spanish vowel and consonant sounds in their various positions with intensive oral practice and special emphasis on accent and intonation patterns. Prereq: SPAN 203 or 204 or equivalent. F

302 Advanced Spanish Composition and Style (3) Intensive practice of original composition with a review of the difficult points of Spanish grammar directed to promote the ability of the student to write Spanish correctly and to develop a literary style. Prereq: SPAN 203 or 204 or equivalent. Sp

315 Readings from the Twentieth Century Spanish Novel (3) Introduction to critical literary analysis. Prereq: SPAN 203 or 204 or equivalent.

316 Reading from the Twentieth Century Spanish Essay (3) Emphasis on Spanish contemporary thought. Prereq: SPAN 203 or 204 or equivalent.

318 Spanish American Literature of Protest (In English) (2) A study of authors and works of contemporary Spanish American protest literature pertaining to revolutionary social, political, and religious goals. Prereq: consent of instructor.

320 Masterpieces of Spanish Literature (3) A brief study of the most representative Spanish authors and masterpieces from the Golden Age to the present time. Prereq: SPAN 204 or equivalent. F

331 Spanish for Business (3) A study of the correspondence and documents related to business in Latin American countries. Prereq: SPAN 204 or equivalent.

390 Teaching of Modern Foreign Languages in Secondary Schools (2) Aims and methods of procedure in teaching modern foreign languages in secondary schools: materials and organization as preparation for student teaching. Prereq: consent of instructor.

391 Spanish in the Elementary Schools (1) Preparation and teaching of Spanish in the grade schools. Prereq: SPAN 204 and consent of instructor.

392 Spanish in the Elementary Schools (1) A continuation of 391. Preparation and teaching of Spanish in the grade schools. Prereq: SPAN 391 and consent of the instructor.

400 Stylistics (3) A study of essential Spanish morphology, syntax, and semantics. Prereq: SPAN 302.

404 Spanish Diction (3) Interpretive reading in prose and poetry, emphasis on articulation and intonation. Prereq: SPAN 204.

405 Spanish Conversation and Civilization (3) Intensive practice in spoken Spanish based on topics dealing with contemporary Spain and South America. Emphasis on current vocabulary in discussion of social, political, economic, and cultural problems. Prereq: Spanish major with senior standing or certification as a high school teacher of Spanish.

406 Spanish Culture (3) A study of the fundamentals of Spanish thought, philosophy, art, and history. Prereq: SPAN 204 or permission of instructor. F

407 Spanish American Culture (3) A comprehensive study of the history, literature, art, religion, and customs of the Spanish American countries. Prereq: SPAN 302 or permission of the instructor. F

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408 Survey of Spanish Literature (3) A comprehensive study of the landmarks of Spanish literature with emphasis on the literary movements and representative works of famous authors. Prereq: SPAN 302 or consent of instructor. Sp

409 Survey of Spanish American Literature (3) A comprehensive study of Spanish-American literature emphasizing its literary movements, authors, and representative works. Prereq: SPAN 302 or consent of instructor. Sp

416 Spanish American Novel (3) From the romantic to the psychological novel. Prereq: SPAN 302 or consent of instructor.

418 Spanish American Poetry (3) The major poets of Spanish America. Students develop an understanding of traditional poetic forms as manifested in the literature of Spanish America. Prereq: SPAN 302 or consent of instructor. Sp

420 Spanish American Thought (3) Historical and literary analysis of ideas of the principal thinkers of Spanish American countries through their most important works and their influence on the development of the culture in the area. Prereq: SPAN 302 or consent of instructor.

424 Spanish-American Drama (3) Drama of the twentieth century emphasizing the contributions of Argentina, Mexico, and Chile. Prereq: SPAN 302 or consent of instructor.

454 Golden Age Drama (3) The verse dramas which illustrate the dramatic techniques and themes prevalent in Spain (1600-1700). Prereq: SPAN 302 or consent of instructor.

456 Cervantes: Don Quixote (3) The works of Cervantes, with special emphasis on Don Quixote. Prereq: SPAN 302 or consent of instructor. F

471 Spanish Romanticism (3) The concept of Romanticism and its importance in the principal currents of Spanish literature. Prereq: SPAN 302 or consent of instructor.

474 Spanish Drama of the Nineteenth Century (3) Drama of the 19th century with emphasis on the neoclassic works of Moratin and romantic dramas of Duque de Rivas, Hartzenbusch, Garcia Gutierrez, and Zorrilla. Prereq: SPAN 302 or consent of instructor.

476 Spanish Novel of the Nineteenth Century (3) The major prose works of the century, with emphasis on the realistic novels of Alarcon, Valera, Pardo Bazan, Perez Caldos, and Blasco Ibanez. Prereq: SPAN 302 or consent of instructor.

481 Spanish Literature of the Twentieth Century (3) The main currents and representative writers of prose, poetry, and drama. Prereq: SPAN 302 or consent of instructor.

490 Topics in Spanish(3) Specialized topics to study in the fields of language study, teacher preparation, culture, and literature will be offered from time to time. This course may be taken as often as topics vary. Prereq: consent of instructor.

498 Internship in Language and International Trade (3 - 6) Prereq: consent of advisor. F, Sp

## History

History offers original and indispensable ways of looking at human experience because it distinguishes and evaluates continuity amid the forces of change. By means of historical inquiry, the modern world is seen as shaped by the past. History enriches the mind by enabling it to compare present and past events, ideas and movements. As a humanistic discipline, history considers beliefs and values, individual personalities, religions, philosophies, literature, and the fine arts. As a social science, history endeavors to discern patterns over time by examining the development of groups and institutions, politics and economics, wars and the balance of power. History offers a public reservoir from which students can draw knowledge, wisdom, and personal strength.

As a discipline, history educates all students for citizenship and for a variety of careers. History majors and minors are prepared to pursue graduate and professional programs in history and related fields. In addition to teaching, they find careers in diverse areas that include law, public administration, library science, museum and historic site management, business, medicine, and the ministry.

The History Department offers Bachelor of Arts and Bachelor of Science degrees in history and a history minor. It also offers the Bachelor of Science degree for social science teaching majors who can be endorsed in World and/or United States history. The B.A. in history requires completion of 36 hours in history and 12 hours in a foreign language (or demonstration of competence at the intermediate level through an appropriate language examination). The B.A. degree is recommended for students preparing for graduate study in history or for professional school. A minor in one of the humanities or social sciences is strongly recommended. The B.S. in history requires completion of 36 hours in history. A minor in one of the humanities or social sciences also is strongly recommended. The B.S. in history is recommended mostly for those not planning graduate study in history or in a professional program. The B.S. in social science teaching is offered to students preparing for teacher certification in middle and secondary schools. This program requires 54 hours in designated social sciences, including 18 hours in history as the primary teaching area. The History Department encourages students in this curriculum to use World History and/or United States History as their primary area (18 hours) and the other as one of their two supporting areas (12 hours). By doing this and

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planning their schedules carefully around the requirements for a history major, students can complete both a history major and teacher certification, thus graduating with a double major.

### Major

36 semester hours

Required courses : Six hours selected from 101—The United States to 1865, 3 hrs.; 102—The United States Since 1865, 3 hrs.; 130—Issues in American History, 3 hrs. (130 may be taken twice); 111—World Civilizations I, 3 hrs.; 112—World Civilizations II, 3 hrs.; 140—Issues in World History, 3 hrs. (140 may be taken twice). 298—Historical Methods, 3 hrs.; 398—Readings in History, 3 hrs.; and either 498—Senior Seminar in American History, 3 hrs. or 499—Senior Seminar in World History, 3 hrs.

Elective courses : History majors must select nine hours from one of the elective areas of History listed below, and six hours from each of the other two areas. Elective Area I: United States History, Elective Area II: European History, Elective Area III: African, Asian, Latin American, Middle Eastern, and Russian/Soviet History. History 398, 498 and/or 499 will be counted in the appropriate Elective Area if taken twice.

### Minor

24 semester hours

Required courses : Six hours selected from 101—The United States to 1865, 3 hrs.; 102—The United States Since 1865, 3 hrs.; 130—Issues in American History, 3 hrs. (130 may be taken twice); 111—World Civilizations I, 3 hrs.; 112—World Civilizations II, 3 hrs.; 140—Issues in World History, 3 hrs. (140 may be taken twice). 298—Historical Methods, 3 hrs. and one course selected from 398—Readings in History, 3 hrs., 498—Senior Seminar in American History, 3 hrs., or 499—Senior Seminar in World History, 3 hrs.

Elective courses : History minors must select a minimum of 12 hours from the elective areas of History listed below. Not more than six hours may be from any one area. Elective Area I: United States History, Elective Area II: European History, Elective Area III: African, Asian, Latin American, Middle Eastern, and Russian/Soviet History. HIST 398, 498, and/or 499 will be counted in the appropriate Elective Area if not also counted as a required course above.

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

101 The United States to 1865 (3) A survey of United States history from colonial times through the Civil War. Majors in elementary education must take either HIST 101 or 102. No prereq. Sp, Su, F

102 The United States Since 1865 (3) A survey of United States history from the end of the Civil War to the present. Majors in elementary education must take either HIST 101 or 102. No prereq. Sp, Su, F

111 World Civilizations I, Beginnings to 1500 (3) The development of the major civilizations, Western and Non-Western, from their beginnings to 1500. The cultural achievements of these civilizations are studied in their historical contexts. Majors in elementary education must take HIST 111 or 112. No prereq. Sp, Su, F

112 World Civilizations II, 1500-Present (3) The development of the major civilizations, Western and Non-Western, from 1500 to the present. The cultural achievements of these civilizations are studied in their historical contexts. Majors in elementary education must take HIST 111 or 112. No prereq. Sp, Su, F

130 Issues in American History (3) A selection of issues which focus on understanding aspects of American history within a national and global framework. This course offers first and second-year students an alternative to HIST 101 and/or 102. May be taken twice for credit toward history major or minor. No prereq.

140 Issues in World History (3) A selection of issues which focus on understanding particular aspects of world history within a global framework. This course offers first and second-year students an alternative to HIST 111 or 112. May be taken twice for credit toward history major or minor. No prereq.

298 Historical Methods (3) An introduction to the fundamentals of historical research and writing. The course includes substantial analysis of the work of major historians and utilizes basic computerized tools for historical methodology. Required for history major and minor. Prereq: HIST 101 or 102, 111 or 112 or consent of instructor. Sp

398 Readings in History (3) Readings, discussions, and written assignments designed to acquaint the student with the major historical writings in selected topical and chronological sub-fields of history. The course assists students to broaden their historical knowledge while sharpening their analytical, critical, and writing abilities. Topics in American and World history are chosen by the instructor and the department. Required for history major and a choice among HIST 398, 498, and 499 for history minor. May be taken twice for credit toward history major or minor. If taken twice for major, it will count in the Elective Area appropriate to its topic. If taken twice for minor, or taken in addition to 498 and/or 499, it counts in the appropriate Elective Area. Prereq: HIST 101 or 102, 111 or 112, or consent of instructor. Sp, F

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498 Senior Seminar in American History (3) A research course in selected fields of American history at the senior level. Students conduct historical research with close guidance from the instructor and write extensive, well-documented papers. HIST 498 or 499 is required for history major and HIST 398, 498, or 499 for history minor. May be taken twice for credit toward history major or minor. If taken twice for major, or in addition to HIST 499, it will count in Elective Area I. If taken twice for minor, or taken in addition to 398 or 499, it will count in Elective Area I. Prereq: HIST 101 or 102 and 298, or consent of instructor. Sp, F

499 Senior Seminar in World History (3) A research course in selected fields of World history at the senior level. Students conduct historical research with close guidance from the instructor and write extensive, well-documented papers. HIST 498 or 499 is required for history major and HIST 398, 498, or 499 for history minor. May be taken twice for credit toward history major or minor. If taken twice for major, or in addition to HIST 498, it will count in Elective Area II. If taken twice for minor, or taken in addition to 398 or 498, it will count in Elective Area II. Prereq: HIST 111 or 112 and 298, or consent of instructor. Sp, F

#### Elective Area I: United States History

286 African-American History (3) An overview of African-European encounters beginning in the 1400s, the development of slavery in British America, the formation of ante- and post-bellum black communities, the strategies created to counter Jim Crow and more recent forms of white racism, the legacies of the African heritage and their modification by the American setting, the background and achievements of the civil rights movement, and the contributions of African Americans to the course of American history. No prereq.

301 Native American Civilizations (3) Historical survey of early American civilizations. Emphasis is on cultural, religious, social, governmental, and economic developments. Attention is given to the historical significance of the European intrusion and the interchange of American, European and African ideas, resources, products, and peoples. No prereq.

302 Colonial America to 1740 (3) Analysis of European discovery and colonization of the Americas, particularly North America. Attention is given to European exploration, interaction with Native American cultures, and the beginnings of colonial development. No prereq.

303 The American Revolution, 1740-1787 (3) A detailed history of the last decades of the English colonies in America, the forces leading to the American Revolution, and the creation of the United States up to the writing of the Constitution. No prereq.

304 The Early American Republic, 1787-1848 (3) History of the United States from the creation of the Constitution to the end of the war with Mexico, emphasizing economic growth, territorial expansion, and social change. Substantial attention is given to slavery and antebellum reform. No prereq.

305 Civil War America, 1848-1877 (3) A study of the United States from the end of the war with Mexico to the end of Reconstruction with emphasis on the coming and course of the Civil War and the reunion of the nation at the War's end. No prereq.

306 The Emergence of Modern America, 1877-1914 (3) An intensive examination of the social, economic, political, religious and intellectual developments and controversies that helped shape modern America. Special attention is given to the issues raised by industrialization, urbanization, immigration, science, and technology. The Labor, Populist, and Progressive movements are studied closely. No prereq.

307 The United States and World War, 1914-1945(3) American history from involvement in World War I to the end of World War II. In addition to exploring America's impact on both world wars and their consequences for United States history, the course analyzes the social, economic, cultural, intellectual, political, and diplomatic history of the interwar period, 1919-1941. No prereq.

308 United States Since 1945 (3) An introduction to American history in the years of the beginning and collapse of the Cold War. The course examines the rise and weakening of the postwar economic and social order, especially during and after the Vietnam War, Watergate, and the Middle East crises of the 1970s. No prereq.

309 Contemporary America (3) A review of the major events and themes of the late 20th century and of the growth, development, and transformation of the nation after 1975.

311 Women and Gender in America (3) Places the experiences of American women in an international context and considers the contribution of women to American history. Particular attention is given to gender relations, the importance of race and class, and the diverse nature of women's experiences from the colonial period to the present. No prereq.

313 Immigration and Nationality in America (3) An exploration of the sources and patterns of immigration in American history from the early 1600s to the present. The course also treats the acculturation and assimilation of immigrants and the contributions of ethnic and racial groups to the course of American history. No prereq.

315 American Environmental History (3) An examination of the interactions of humans and nature in North America from the 16th century to the present. No prereq.

321 Introduction to Historic Preservation (3) A survey of built environment history and the historic preservation movement. Structures, sites, and collections are studied in the context of fund and museum development and management. The relationship of historic sites to local, state, and national organizations and agencies is examined. Student projects include on-site experience. No prereq.

322 Introduction to Historical Administration (3) An introduction to the field of Historical Administration presenting both management and historic material. The course provides an overview of the not-for-profit manager and the basic functions of the historian in public service. Includes on-site visitation and emphasis upon work areas with a historical focus. No prereq.

400 Topics in American History (3) An intensive examination of a theme or an era in American history. Substantial reading, class discussion, and a major writing assignment are required. The focus of each course offering is determined by the instructor and the History department. May be taken twice for credit toward history major and minor. Prereq: HIST 101 or 102, or consent of instructor.



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411 Religion in America (3) An examination of the impact of religious values and institutions on American history. Special attention is given to the rise, decline, and legacy of mainstream Protestant culture; religious pluralism in the 20th century; the religious origins of social and cultural change; the continuing importance of civil religion; and the implications of the First Amendment for religious expression in America. Prereq: HIST 101 or 102, or consent of instructor.

419 Communal Utopias in America (3) A study of the utopian thought and historical development of religious and social movements that have employed communal methods of organization in America from colonial times to the present. Shakers, Harmonists, Owenites, Fourierists, Mormons, Oneidans, Hutterites and communal groups since the youth movement of the 1960s are emphasized. No prereq.

431 The American South (3) A study of the American South from its colonial beginnings to the present. Southern society, economy, culture, and politics are examined to assess their influence upon the growth of the nation from the time of slavery to the era of civil rights. Prereq: HIST 101 or 102, or consent of instructor.

432 The American West (3) The American experience as seen through the movement of people westward with major attention given to the trans-Mississippi west. Prereq: HIST 101 or 102, or consent of instructor.

433 American Foreign Relations to 1900 (3) The history of United States relations with foreign nations from the War of Independence to 1900. Emphasis is upon the diplomacy of the American Revolution, neutral rights, Monroe Doctrine, Manifest Destiny, territorial expansion, relations with native American tribes, Civil War, and Imperialism. Cross-listed as Political Science 433. Prereq: HIST 101 or 102, or consent of instructor.

434 American Foreign Relations Since 1900 (3) United States relations with other nations from 1900 to the present. Emphasis is upon the diplomacy of World Wars I and II, intergovernmental organizations, Latin America, the Cold War, Vietnam, China, collapse of the Soviet Union, and the Middle East. Cross-listed as Political Science 434. Prereq: HIST 102, or consent of instructor.

435 American Thought and Culture to 1865 (3) The impact of European and Native American ideas upon each other and upon the origins and development of the United States from colonial times to the Civil War. Emphasis is upon Puritanism, evangelicalism, the Enlightenment, republicanism, democracy, romanticism, and reform. Prereq: HIST 101, or consent of instructor.

436 American Thought and Culture Since 1865 (3) The influence of ideas upon United States history, culture, and institutions from the late 19th century to the present. Emphasis is upon the interaction of American society with the unprecedented scientific, technological, religious, political, and economic concepts and developments since the Civil War. Prereq: HIST 102, or consent of instructor.

437 Cities and Suburbs in America (3) An overview of the formation and development of communities in American history, with special emphasis on the urbanization process and the impact of cities. The course also examines the proliferation, character, and consequences of suburbs since the 1920s. Prereq: HIST 101 or 102, or consent of instructor.

439 History of Indiana (3) A survey of the history of Indiana from early to modern times. No prereq.

490 Internship/Special Studies in History (1-3) This course offers an internship in public and applied history through an assigned project at a historic site, museum, library, archive, or other approved institution. The course also may be used to gain credit for special studies in history associated with attending and/or participating in events such as seminars, conferences, and field work, or doing honors research. Credit hours available for each offering are determined by the instructor and history department. Course may be repeated for up to 6 hours credit toward history major or minor. Prereq: HIST 101 or 102, and 298, or consent of instructor.

#### Elective Area II: European History

341 Ancient Greece to Alexander (3) A detailed survey of the origins and flowering of Greek culture against the backdrop of its archaeology and history, 2000-323 B.C. No prereq. F, A

342 The Hellenistic Age, Alexander to the Roman Conquest, 338-31 B.C. (3) A political, economic, religious, social, and intellectual history of the classical world from 338 to 31 B.C. The course explores the massive change brought about by Alexander the Great's unification of the Near East and Greece. No prereq. Sp, A

343 The Roman Republic (3) An intensive study of the Roman Republican experiment in orderly representative government by law until the revolution that brought on the Roman Empire in 31 B.C. No prereq. F, A

344 The Roman Empire (3) This course studies the Roman Revolution under Augustus which transformed the Republic into the Empire, Rome's assimilation of the heterogeneous races of Europe and the Near East, the cultural and religious dimensions of Rome's Silver Age, and the fall of the Empire in 476 A.D. No prereq. Sp, A

345 Medieval Europe, 500-1300 (3) The reconstruction of a new European civilization upon the ruins of the old Roman Empire through the alliance of the Greco-Roman cultural traditions, Christianity, and the vitality of the new Germanic peoples. No prereq.

346 The Renaissance, Dante to 1600 (3) An analysis of the great intellectual outburst which produced Dante, da Vinci, Michelangelo, Machiavelli, and the beginning of the Modern era. No prereq.

347 The Reformation, Wyclif to 1648 (3) The Protestant Reformation and the Catholic response as seen in the context of the political, social, and intellectual history of Europe. No prereq.

348 Europe, 1648 through Napoleon (3) A study of Absolutism, Enlightenment, and Revolution in their political, economic, religious, social, and artistic aspects, from Descartes and Newton through the French Revolution and Napoleon. No prereq.

349 Europe, Napoleon to World War I (3) An analysis of the impact upon Europe of Conservatism, Liberalism, and Socialism under the impetus of the Industrial Revolution. Emphasis is also upon the relationship of Social Darwinism, Imperialism, and Nationalism to the beginning of the World War I. No prereq.

351 Europe, World War I to the Present (3) A survey of European society, economy, and politics since 1914. Topics include World War I, Russian Revolution, rise of Fascism, World War II, Cold War, and end of the Soviet Union. No prereq.

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353 England to 1600 (3) English history from the Celtic period to 1600, with accent upon the political and cultural growth of the English nation. No prereq.

354 England, 1600 to 1815 (3) English history from the beginning of the Stuart Age to the Battle of Waterloo, with particular emphasis on political and cultural change and the early growth of the British Empire. No prereq.

355 England Since 1815 (3) Modern England and British imperial history, emphasizing the reforms of the 19th century, the Industrial Revolution, imperial relations, and Britain's role in the world wars of the 20th century. No prereq.

362 Modern France, Napoleon to the Present (3) An examination of the legacies of the French Revolution in the 19th and 20th centuries; developments in industry, art and foreign policy; and the several French political regimes since Napoleon. No prereq.

364 Modern Germany Since 1815 (3) The rise and development of Germany from the era following the Napoleonic Wars to the present. Emphasis is upon Austrian Hapsburg and Prussian Hohenzollern influence, German unification under Bismarck and Kaiser Wilhelm, World War I, the Weimar Republic, Nazi Germany, World War II, the Holocaust and Germany during and since the Cold War. No prereq.

373 History of Eastern Europe (3) A survey of Slavic and other cultures in Eastern Europe from earliest times to the present. Topics examined include the influence of religion, the varieties of social and political types across the area, and relationships with nearby states. No prereq.

381 Western Science and Medicine to 1800 (3) The origin and development of science and medicine in Mesopotamian, Egyptian, Greek, Roman, Islamic, and Western European civilizations down through the Scientific Revolution of the 17th and 18th centuries. No prereq.

382 Western Science and Medicine Since 1800 (3) The phenomenal advances in, and applications of, science and medicine in Europe and the United States from the early 19th century. No prereq.

410 Topics in World History (3) An intensive examination of a theme or an era in World history. Substantial reading, class discussion, and a major writing assignment are required. The focus of each course offering is determined by the instructor and the History department. May be taken twice for credit toward history major or minor. Prereq: HIST 111 or 112, or consent of instructor.

441 Ideas in Europe, Descartes to Rousseau (3) An intensive investigation of the individuals whose ideas shaped the Scientific Revolution, Neoclassicism, the Age of Absolutism, the Enlightenment, and the French Revolution. Prereq: HIST 112, or consent of instructor.

442 Ideas in Europe, Mill to the Present (3) An intensive investigation of the individuals whose ideas contributed to Romanticism and Nationalism, Liberalism and Socialism, and other movements important for understanding the contemporary world. Attention is devoted to developments in the social sciences, humanities, and physical sciences and to the growth of mass culture. No prereq.

451 French Revolution and Napoleon (3) Seeks to understand how the French Revolution and Napoleon Bonaparte helped to usher in the modern world. Stresses the impact of the Enlightenment, development of political systems, and the military and diplomatic repercussions of the French Revolution and Napoleonic Empire. Prereq: HIST 112, or consent of instructor.

452 European Revolutions (3) A study of Europe's extraordinary revolutionary history, emphasizing the French and Russian Revolutions and the Revolutions of 1848. Focuses on a comparison of patterns, along with gaining an understanding of the impact of industrialization and the role of ideas. Prereq: HIST 112, or consent of instructor.

453 Labor in Europe and America (3) A comparative survey of trends in the modern labor movement. Considers the growth of trade unions, political parties, and working-class culture in France, Russia, and the United States. Prereq: HIST 112, or consent of instructor.

490 Internship/Special Studies in History (1-3) This course offers an internship in public and applied history through an assigned project at a historic site, museum, library, archive, or other approved institution. The course also may be used to gain credit for special studies in history associated with attending and/or participating in events such as seminars, conferences, and field work or doing honors research. Credit hours available for each offering are determined by the instructor and History department. Course may be repeated for up to six hours credit toward history major or minor. Prereq: HIST 111 or 112, and 298, or consent of instructor. F, Sp

Elective Area III: African, Asian, Latin American, Middle Eastern, and Russian/Soviet History

271 History of the Middle East (3) A political and cultural survey of the history of the Islamic peoples, with emphasis on the Arab and Ottoman Empires, the emergence of independent modern states including Israel, and the new Arab nationalism. No prereq.

281 Latin America to 1825 (3) A survey of Latin American history from the Spanish conquest of Native American peoples and cultures to the 19th-century wars of national liberation. No prereq.

282 Latin America Since 1825 (3) An analysis of the political, social, economic, and cultural developments and problems of major Latin American states since independence. No prereq.

285 History of Africa (3) A survey of the history of African peoples and nations from earliest humankind to the present. Considers the major geographical regions of Africa, the impact of Islamic and Christian invaders, 19th-century European colonialism, and the movement toward African independence. No prereq.

371 Tsarist Russia(3) The main currents of Russia's history from earliest times to the late 19th century, including the rise of autocracy and serfdom, foreign policy concerns, and the factors leading to the Revolution of 1917. No prereq.

372 The Soviet Union (3) A study of the origins of the Russian Revolution, Marxism-Leninism, the creation of the Stalinist system, the Cold War, and the demise of the Soviet Union. No prereq.

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391 History of China (3) Chinese civilization from its beginnings to modern times. Emphasis is on the traditional Chinese value system, its permeation of society, and its modification under Communism and beyond. No prereq.

392 History of Japan (3) A historical survey of Japan from the origins of the Japanese people through the post-World War II period. No prereq.

490 Internship/Special Studies in History (1-3) This course offers an internship in public and applied history through an assigned project at a historic site, museum, library, archive, or other approved institution. The course also may be used to gain credit for special studies in history associated with attending and/or participating in events such as seminars, conferences, and field work or doing honors research. Credit hours available for each offering are determined by the instructor and History department. Course may be repeated for up to six hours credit toward history major or minor. Prereq: HIST 111 or 112, and 298, or consent of instructor.

## Humanities

These courses, which all include interdisciplinary elements, may be used to satisfy the Western Culture component of the University Core Curriculum.

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

211 The Western Tradition in the Humanities I (3) A survey of the major thought and art of the Ancient and Medieval worlds as reflected in their literature, fine arts, and philosophy. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F, Sp

212 The Western Tradition in the Humanities II (3) A survey of the major thought and art of the Renaissance, Enlightenment, and Modern worlds as reflected in their literature, fine arts, and philosophy. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F, Sp

221 The Western Tradition in Art History I (3) An introduction to the major thought and art of Western culture through a study of its art and architecture. This course will focus on the Ancient and Medieval worlds. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F, Sp

222 The Western Tradition in Art History II (3) An introduction to the major thought and art of Western culture through a study of its art and architecture. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101, SPCH 101 or 107. F, Sp

231 The Western Tradition in Philosophy I (3) An introduction to the major thought and art of Western culture through a study of the great philosophers. This course will focus on the Ancient and Medieval worlds. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F

232 The Western Tradition in Philosophy II (3) An introduction to the major thought and art of Western culture through a study of the great philosophers. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. Sp

241 The Western Tradition in Literature I (3) An introduction to the major thought and art of Western culture through a study of its literature. This course will focus on the Ancient and Medieval worlds. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F, Sp

242 The Western Tradition in Literature II (3) An introduction to the major thought and art of Western culture through a study of its literature. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F, Sp

## Liberal Arts

The following numbered courses in the liberal arts do not have departmental affiliation. LIBA 290 and 490 are for the use of students transferring credit from courses taken at Harlaxton College while studying in England. LIBA 497 is used by seniors majoring in Liberal Arts disciplines (except those whose majors involve secondary education) to fulfill the Synthesis category of the University Core Curriculum. Several sections, with differing topics taught by instructors selected from throughout the school, will be offered each semester.

### Course Description

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

LIBA 290 Special Topics in Liberal Arts (3-6) A course designed for introductory-level interdisciplinary special topics in the liberal arts. May be repeated for different topics. No prereq. F, Sp, Su

LIBA 490 Advanced Special Topics in Liberal Arts (3-6) A course designed for advanced-level interdisciplinary special topics in the liberal arts. May be repeated for different topics. Prereq: junior standing or consent of instructor. F, Sp, Su

LIBA 497 Capstone Studies (3) A senior-level seminar designed for the Synthesis category of the University Core Curriculum. Topics will change from semester to semester, but each offering will encourage students to draw on their educational experiences to develop interdisciplinary responses to a problem or issue in contemporary life. Open to students of any major or school. Prereq: senior standing or consent of instructor. F, Sp, Su

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## Music

Courses are offered in vocal performance, the history and appreciation of music, and music education.

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

200 Mid-America Singers (2\*) Ten hours weekly. A select group devoted to performance of standard choral literature as well as show works. Prereq: audition and consent of instructor.

201 Elements of Music (2) Open to all students but designed to aid the elementary major in the Bower-Suhrheinrich School of Education and Human Services in learning the rudiments of music. No prereq.

202 Introduction to Music (3) A basic survey of the media elements and organizational patterns of the art of music. No prereq.

219 Concert Choir (1\*) No audition required. This ensemble will focus on the development of vocal technique beginning with the simplest part-songs and progressing through more difficult choral works. This course will culminate in a choral performance near the end of the semester.

220 Class Voice(1) This course focuses on the proper methods of singing and vocal health through active assignments in singing, warm-up techniques, and breathing and vocal exercises. Students will prepare several musical selections for short in-class recital to be held at the end of each semester. No prereq.

301 Elementary Music Education (2) Designed for elementary education majors to develop appreciation and skills in music as applied in voice and keyboard, in vocal, instrumental, and recorded musical materials. No prereq.

\* A maximum of 12 hours of credit may be earned in choral ensembles.

## Philosophy

Philosophy provides an excellent field of study for students planning to seek advanced degrees in philosophy, law, and theology. Philosophy also is a valuable complementary subject for students in other humanistic fields. Students pursue a Bachelor of Science or Bachelor of Arts degree. The latter requires 12 hours of a foreign language, and is preferable for those interested in more advanced degrees.

## Major

30 semester hours

Required courses: Fifteen hours :

205—Introduction to Logic, or 305—Intro to Symbolic Logic, 3 hrs.; 344—Contemporary Philosophy or 418—Metaphysics or 420—Epistemology or 435—Philosophy of Science, 3 hrs.; 363—Bioethics or 440—Political Philosophy, 3 hrs.; 350—History of Philosophy I, 3 hrs.; 351—History of Philosophy II, 3 hrs.

Elective courses : 15 hours selected from philosophy course offerings as directed by advisor. (No more than six hours of 200-level courses may be counted.)

## Minor

18 semester hours

Required courses: Nine hours :

205— Introduction to Logic, 3 hrs. or 305—Introduction to Symbolic Logic, 3 hrs.; 350—History of Philosophy I, 3 hrs.; 351—History of Philosophy II, 3 hrs.

Elective courses : Nine hours selected from philosophy course offerings as directed by advisor. (No more than six hours of 200-level courses may be counted.)

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

200 Introduction to Philosophy (3) The nature of philosophy and its problems. No prereq. F, Sp, Su

201 Introduction to Ethics (3) An in-depth study of issues in practical or applied ethics. No prereq. F, Sp, Su

205 Introduction to Logic (3) Forms of inference in terms of the traditional logic. No prereq. F

301 Theoretical Ethics (3) An in-depth study of traditional and contemporary meta-ethical and normative theories. Prereq: one philosophy course or consent of instructor.

305 Introduction to Symbolic Logic (3) An examination of the principles and methods of the several branches of symbolic logic. No prereq.

344 Contemporary Philosophy (3) A study of the philosophical thought of important 20th century figures, such as Russell, Wittgenstein, Quine, and Heidegger. Prereq: one philosophy course or consent of instructor.

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350 History of Philosophy I (3) A study of the history and development of philosophical ideas from ancient Greece to the close of the Middle Ages. Prereq: one philosophy course or consent of instructor. F

351 History of Philosophy II(3) A study of the history and development of philosophical ideas from the Renaissance to the end of the 19th century. Prereq: PHIL 350, or consent of instructor.

361 Special Problems in Philosophy (3) (Repeatable with a change in course content.) A study of some selected problem, movement, or philosopher in the field of philosophy. Prereq: one philosophy course or consent of instructor.

362 Interdisciplinary Problems (3) (Repeatable with a change in course content.) An interdisciplinary study of some problem or concept in which the perspective of philosophy is involved. No prereq.

363 Bioethics(3) A critical survey of the ethical issues generated by research and practice in the fields of biology and medicine. Prereq: one philosophy course or consent of instructor. F, Sp, Su

413 Philosophy of Religion (3) Basic problems and philosophically significant theories of religion, including such problems as the relation of faith and reason, and the existence of God. Prereq: one philosophy course or consent of instructor.

415 History of Rhetoric (3) An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of men and on historical events which have influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own writing and their evaluation of the writing of others. Cross-listed with English. No prereq.

418 Metaphysics(3) Alternative theories of the nature of ultimate reality and related questions about the nature, function, and possibility of such theories. Prereq: one philosophy course or consent of instructor.

420 Epistemology (3) Alternative theories of the origin, nature, and possibility of knowledge. Prereq: one philosophy course or consent of instructor.

425 Philosophy of Mind (3) Covers topics in the traditional philosophy of mind, e.g., the mind/body problem and more contemporary issues such as intentionality, mental representation, and folk psychology. Prereq: one course in philosophy or consent of instructor.

435 Philosophy of Science (3) An examination of the nature of scientific knowledge and the relation of science to culture. Prereq: one philosophy course or consent of instructor.

441 Political and Legal Philosophy (3) An examination of some central issues in political and legal philosophy, e.g., free speech, racial and sexual equality, constitutional interpretation and the relationship between law and morality. Prereq: one philosophy course or consent of instructor.

445 Philosophy of History (3) An examination of selected theories concerning the nature of the historical process and the nature of historical knowledge. Prereq: one philosophy course or consent of instructor.

## Political Science

Political Science is the study of government and politics or of public issues and the institutions and processes through which conflict over such issues is resolved. Study in political science offers a solid foundation for a liberal arts education regardless of career objectives. Majors have opportunities for practical experience working in political campaigns and serving as interns for local governments or the state legislature. Those interested in careers in teaching, government, business, journalism, and law will find political science an excellent preparation for such vocations. Students with majors in political science may earn a Bachelor of Arts degree, which has a two-year foreign language requirement, or a Bachelor of Science degree.

### Major - Political Science

33 semester hours

Required courses : 101–Introduction to Political Science, 3 hrs.; 102–Introduction to American Politics, 3 hrs.; 271 International Politics, 3 hrs.; 281–Comparative Politics, 3 hrs.; and one course selected from 309–American Political Theory, 3 hrs.; 345–Man vs. the State, 3 hrs.; 445–Political Theory I, 3 hrs.; 446–Political Theory II, 3 hrs.

Electives: 18 hours selected from political science courses as directed by advisor.

Majors must complete one course in each of these disciplines: economics, psychology, and sociology (a total of nine semester hours).

### Minor - Political Science

21 semester hours

Required courses : 101–Introduction to Political Science, 3 hrs.; 102–Introduction to American Politics, 3 hrs.; 271–International Politics, 3 hrs. or 281–Comparative Politics, 3 hrs.; and one course selected from 309–American Political Theory, 3 hrs.; 345–Man vs. the State: Democracy, Fascism, and Communism, 3 hrs.; 445–Political Theory I, 3 hrs.; 446–Political Theory II, 3 hrs.

Electives: Nine hours selected from political science courses as directed by advisor.

Political Science 101 and 102 are recommended prerequisite for all other courses in the discipline for political science majors and minors.

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## Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

101 Introduction to Political Science (3) Explores the basic principles, processes, and institutions of government and politics in the modern world. Provides a foundation for the study of political science. No prereq. F, Sp, Su

102 Introduction to American Politics (3) Explores the basic elements of the American political process and the institutions of American national government. Provides a foundation for the study of American government and politics. No prereq. F, Sp, Su

208 Law, Courts, and Justice (3) Sources, types, purposes, and sanctions of American law; functions of courts; problems of legal justice in the United States. No prereq. F, Sp

245 Political Inquiry (3) Introduction to political analysis and methodology with applications to institutions, political systems, and political activity. A review of the evolutionary development of political concepts. Emphasis is on methods of investigation, basic materials, and scholarly sources in the field of political science. No prereq.

261 Environmental Politics (3) Government's response to the human environment. Special attention is given to political treatment of pollution problems, energy crisis, weather modification, and population impact. No prereq.

271 International Politics (3) An introduction to the study of interstate political relations, power, nationalism, and international organizations; discussion of current trends in international affairs. No prereq. F, Sp

281 Comparative Politics (3) Introduction to the comparative study of government and politics. Includes case studies of the political systems of selected nations with particular emphasis on Western Europe. No prereq. F

299 Special Topics in Political Science (3) Provides intensive examination of current political problems and issues as selected by the instructor. Topic will vary each time the course is offered. May be taken twice for credit. No prereq.

305 State and Local Government (3) The framework of states and their local governments in the United States. Indiana government is compared with that of other states. The course stresses the most important contributions of local governments to the federal system. No prereq.

306 Political Parties (3) The structure and function of American political parties and their relationship to democratic government. Emphasis is placed upon party organization and strategy in the political process. Historical as well as current sources are utilized. No prereq.

307 Urban Government and Politics (3) Governmental organization, current problems, and the political process in urban America. No prereq.

309 American Political Theory (3) Political thought from Puritan America to the present. Particular emphasis upon the great figures in the evolution of American political ideas. No prereq.

314 The American Presidency (3) Office, role, and powers of the president in the American political system. No prereq.

330 Introduction to Public Administration (3) Government in action. The methods and procedures used by governments; bureaucratic organizations, finance, personnel-staff-line relations, headquarters and field relations, and intergovernmental relations. No prereq.

345 Man vs. the State (3) Examination and analysis of important modern ideologies, with emphasis on communism, fascism, and democracy. No prereq.

382 Politics in Canada (3) Detailed study of the Canadian federal system, with emphasis on parliament, parties and elections, the provinces, the Ottawa bureaucracy, and foreign policy. No prereq.

383 Government and Politics of Latin America (3) Comparative analysis of Latin American political structures, political movements, and political thought with emphasis upon constitutional structures; local, state, and national governments; the military; revolutions; organized labor; and contemporary affairs. No prereq.

384 The Middle East (3) Government and politics of nation-states in northern Africa and western Asia, with special attention to Israel, Iran, and members of the League of Arab States. No prereq.

405 Constitutional Law (3) The growth of the American constitutional system by analysis of leading Supreme Court decisions; the role of the Court decisions; the role of the Court in American politics, evolution of the federal system, civil rights, problems of statutory interpretation, and judicial review of administrative action and regulations. Supplementary reading includes judicial biography and commentaries on the court. No prereq. F

406 Constitutional Rights (3) Analysis and discussion of leading decisions of the U.S. Supreme Court, with special attention given to civil rights, including the rights of persons accused of crime; freedom of speech, press, assembly, religion, separation of church and state, equal protection of the laws, and property rights. No prereq. Sp

407 The Legislative Process (3) The lawmaking process in Congress and selected legislative bodies in the United States; organization, powers, and problems of American legislatures. No prereq.

410 Interest Groups and Public Policy (3) An intensive analysis of the major American interest groups and their impact upon the formation and implementation of public policy at the local, state, and national levels of government. Major emphasis is given to ethnic, business, labor, agricultural, Veteran, and religious associations. No prereq.

412 The Politics of Education (3) Major political actions that relate to education, with emphasis on school boards, state legislatures, federal grants, and interest groups. Issues include community control, educational power, and financial decision-making. No prereq.

427 State and Urban Administration (3) A study and analysis of the major issue areas of state and urban administration such as finance, organization, public welfare, insurance regulation, parks and recreation, housing, and redevelopment. No prereq.

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433 American Diplomacy to 1900 (3) The history of United States relations with foreign nations from the Revolution to 1900. Emphasis is upon the diplomacy of independence, neutral rights, the Monroe Doctrine, Manifest Destiny, the Civil War and Imperialism. This course is cross-listed as HIST 433. No prereq.

434 American Diplomacy Since 1900 (3) United States relations with other nation-states from 1900 to the present. Emphasis is on foreign policy relating to World Wars I and II, intergovernmental organizations, Latin America, the Cold War, Vietnam, and China. This course is cross-listed as HIST 434. No prereq.

445 Political Theory I (3) Political thinkers and their ideas from Plato and Aristotle to the sixteenth century. No prereq. F

446 Political Theory II (3) Political thinkers and ideas from the 17th century to the present. No prereq. Sp

471 International Organizations (3) An examination of the development and functioning of intergovernmental organizations with special emphasis on the United Nations, its specialized agencies, and regional arrangements. No prereq.

473 International Law (3) A systematic study of the origins, objects, sources, and theories of international law. Foremost in importance is the aim to enable students to analyze basic premises and principles of international law and to develop an awareness of the major international legal problems. No prereq.

481 Politics of the Developing Nations (3) Comparative study of problems of political change and modernization in the developing nations. No prereq.

487 Government and Politics of Communist States (3) Government and politics of selected Communist states. No prereq.

498 Research in Political Science (3) Independent investigation of selected political problems under supervision of instructor. May be taken twice. No prereq. F, Sp

499 Seminar in Political Science (3) Intensive examination of selected political problems. May be taken twice. No prereq.

## Psychology

The study of psychology provides students with a framework for understanding human behavior in its many facets. Grounded firmly within the liberal arts tradition, the Psychology curriculum encourages the development of the capacity to think clearly, analyze problems, and communicate effectively. The departmental major emphasizes the application of quantitative methods to the study of behavior, as well as the application of psychological principles to solving human problems. Psychology majors frequently develop careers in counseling, rehabilitation, and other helping professions, as well as in personnel, business, sales, research, and teaching. Students pursue either a Bachelor of Science or a Bachelor of Arts degree. The latter requires 12 hours of foreign language study.

Internships and research experiences are available in some areas.

### Major - Psychology

37 semester hours

Required courses : 201–Introduction to Psychology, 3 hrs.; 302–Psychological Statistics, 3 hrs.; 352–Research Methods, 4 hrs. Two of the following courses: 312–Perception, 3 hrs.; 355–Learning and Memory, 3hrs.; 385–Physiological Psychology, 3 hrs. Two of the following: 261–Lifespan Developmental Psychology, 3 hrs.; 273–Social Psychology, 3 hrs.; 322–Abnormal Psychology, 3 hrs.

Elective Courses : 15 hours selected from entire list of offerings in Psychology, excluding 498 and 499.

### Minor - Psychology

18 semester hours

Required courses : 201–Introduction to Psychology, 3 hrs.; 302–Introductory Psychological Statistics, or a departmentally approved equivalent, 3 hrs.

Elective courses : 12 hours of psychology courses as directed by advisor (15 hours if PSY 302 is not taken).

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

201 Introduction to Psychology (3) A survey of basic concepts and methods of psychology as a behavioral science and seeks to develop an understanding of the individual and social forces that influence and direct behavior. Prereq for all other psychology courses. F, Sp, Su.

261 Lifespan Developmental Psychology (3) An examination of the theories, methods, and issues of lifespan human development. Biological, intellectual, emotional, linguistic, perceptual, and social aspects of growth and development from birth through old age are explored within the context of current and classical research in the field. Common physiological, familial, and social stresses associated with individual stages of development are reviewed. Prereq: PSY 201. F, Sp

273 Social Psychology (3) A survey of concepts, topics, and research in social psychology. Including research methodology, cognitive dissonance, prejudice, attitudes, persuasion, conformity, attraction, group dynamics, aggression, and altruism. Prereq: PSY 201. F, Sp

281 Psychology of Women (3) Investigation of the psychological and physiological determinants of sex differences in behavior with emphasis on development of sex-role identity, interpersonal interactions, achievement and affiliation behavior, sex-typed behavior, socialization, and personality perspectives. Prereq: PSY 201. Sp

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298 Human Sexuality(3) Considers sexuality from a broad scientific perspective. Areas covered include sex research and methods, the biological basis of sexuality, sexual behavior, sexuality and the life cycle, sexual problems, and social issues. Prereq: PSY 201. F

302 Introductory Psychological Statistics (3) An introduction to statistical methods which covers organization and presentation of data, measures of central tendency and variability, hypothesis-testing, correlation, regression, sampling, the F distribution, the t distribution, and the Chi-square distribution. Prereq: PSY 201 and mathematics requirement for the University Core Curriculum. F, Sp

312 Perception (3) Focuses on physical and psychological aspects of human perception. Study of the senses will consider measurement, methodology, and organizational principles with primary focus on vision. Prereq: PSY 201. F

322 Abnormal Psychology (3) A survey of past and present conceptions of abnormal behavior. Major diagnostic issues, including the role of psychological tests, are discussed. Symptoms, diagnostic criteria, and etiological factors underlying the major disorders are considered. Selected treatments for these disorders are described and evaluated. Disorders considered include anxiety, dissociative, somatoform, psychophysiological, affective, schizophrenia, alcoholism, sexual deviations, disorders of childhood and adolescence, and the antisocial personality. Prereq: PSY 201. F, Sp

352 Research Methods (4) Covers the research methods used by psychologists, with an emphasis on experimentation and advanced statistical analysis. Lab assignments are drawn from a range of subject areas and involve conducting research and reporting that research in the American Psychological Association format. Prereq: PSY 201, 302, and six additional hours in psychology. F, Sp

355 Learning and Memory (3) Covers biological preparedness for learning, classical and operant conditioning, generalization and discrimination, sensory storage of information, short-term memory, long-term memory, language learning, and imagery. Also covered are learning strategies, forgetting, applications, theories, and brain processes. Prereq: PSY 201. F, Sp

362 Clinical Psychology (3) A survey of clinical psychology that considers types of problems, diagnostic instruments, clinical orientations, ethics, and the professional role of the clinical psychologist. Students learn to describe and differentiate among psychodynamic, behavioral, cognitive, humanistic, family, and group approaches to treatment. Discussions, demonstrations, and supervised laboratory experiences provide opportunities to relate theoretical knowledge to interviewing, establishing rapport, and basic record-keeping. Prereqs: PSY 201 (Introduction to Psychology) and either PSY 322 (Abnormal) or PSY 460 (Personality), or consent of instructor.

365 Motivation and Emotion (3) This course covers physiological, learning, and cognitive analyses of topics such as fear, eating, sex, aggression, achievement, curiosity, altruism, depression, dreaming, stress, drugs, and addiction. Prereq: PSY 201. F

372 Behavior Modification (3) A survey of the general area of behavior therapy. Topics include learning and cognitive foundations, therapy techniques, applications to specific problems, prominent research, and ethical considerations. Prereq: PSY 201, PSY 322. Sp

376 Industrial Psychology (3) Examination of psychological principles applied to personnel decision-making including job analysis, performance appraisal, training, and engineering psychology. Emphasis on the selection (hiring) process, including criterion development, standardized tests, simulation, interviews, selection battery validation, adverse impact, and test fairness. Prereq: PSY 201, MATH 111 or PSY 302 or equivalent. F

385 Physiological Psychology (3) The study of behavior as influenced by the nervous system. Physiological mechanisms that underlie behaviors such as sensory and motor processes, motivation, emotion, learning, and behavior pathology are emphasized. Biological background is helpful but not required. Prereq: PSY 201.

400 Special Topics in Psychology (3) Devoted to the study of psychological topics not currently part of the curricular offerings. Topics change with the interests of students and faculty. Students may repeat the course as the topics change. Prereq: PSY 201 and consent of instructor.

425 Cognition (3) The study of how the human mind processes information. Topics include models of memory, categorization, concept formation, creativity, and imagery with emphasis on language comprehension and problem solving. Prereq: PSY 201 plus nine additional hours in psychology. Sp

462 Personality (3) Critical evaluation and comparison of major personality theories. Includes coverage of key issues in personality research such as person perception and cross situational consistency. Prereq: PSY 201 and nine additional hours in psychology. Sp

476 Psychometrics (3) The procedures of test planning, item writing, establishing reliability and validation are presented. Interpretation and combination of scores are covered. Representative tests are discussed to illustrate the principles of test construction and interpretation. Prereq: PSY 201, PSY 302, and junior or senior standing.

498 Internship (3) Provides for a minimum of 150 hours supervised experience related to psychology. Students are expected to arrange internships with approval of instructor, maintain a log of their experiences, and meet regularly with instructor. Assignments are negotiated with the instructor based on the demands of the particular internship experience. Open to juniors and seniors. Grades assigned as Satisfactory or Unsatisfactory only. Credit does not count toward the 37 hours necessary for the psychology major. May be repeated once for a maximum of six hours of credit. Prereq: PSY 201, 15 additional psychology hours, and consent of instructor. F, Sp

499 Individual Study in Psychology (1), (3) A course intended primarily for individual research in a specific area of psychology. Topics arranged to meet the specific interest of the student and faculty member involved. May be elected on an arranged basis upon approval of the faculty member who is to serve as supervisor of the research. Credit does not count toward the 37 hours necessary for the psychology major. May be repeated once for a maximum of six hours of credit. Prereq: PSY 201 and consent of the instructor. F, Sp



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## Sociology

Students interested in sociology may elect a major or a minor as part of the liberal arts program leading to the Bachelor of Arts degree or Bachelor of Science degree. The Bachelor of Arts degree requires 12 hours of a foreign language. Students also may follow one of the options leading to teacher certification and a Bachelor of Science degree.

Sociology majors receive a background that helps prepare them for a wide range of careers in human services, criminal justice, business, government, and non-profit organizations. Graduates may use their sociology major as pre-professional preparation for teaching sociology and for conducting social science research. In addition to a sociology degree, students may choose to concentrate their course work in either criminal justice or gerontology. The field of anthropology is being developed within the framework of the sociology department and six credit hours in anthropology can count toward a major in sociology.

### Major

36 semester hours

Required courses : 121—Principles of Sociology, 3 hrs.; 370—Seminar in Sociology, 3 hrs.; 391—Introduction to Sociological Research, 3hrs.; 392—Statistics for Social Research, 3 hrs.; 481—Contemporary Social Thought or 483—Development of Sociological Theory, 3 hrs. Twenty-one hours of the 36 hour major must be taken from 300-400 level courses, which cannot include 489 or 499.

Electives: 21 hours of directed sociology electives.

### Minor

18 semester hours

Required courses : 121—Principles of Sociology, 3 hrs.; 370—Seminar in Sociology, 3 hrs.; and one 300/400 level course.

Electives: Three three-hour courses from sociology courses listed as electives for major as directed by advisor. One course in anthropology can count toward a sociology minor.

### Criminal Justice Concentration

15 semester hours

Required courses : Sociology Major (as above) plus: 225—Criminology, 3 hrs.; 235—Juvenile Delinquency, 3 hrs.

Electives : Nine hours selected from 301—Criminal Justice Administration, 3 hrs.; 302—Criminal Law, 3 hrs.;

370—Seminar in Sociology, 3 hrs.; 401—Probation and Parole, 3 hrs.; 421—Minority Groups, 3 hrs.; 426—Sociology of Deviant Behavior, 3 hrs.; 499—Internship in Sociology, Criminal Justice, Anthropology, 3 hrs.; POLS 208—3 hrs.; 405—3 hrs.; 406—3 hrs.

### Gerontology

15 semester hours

Required Courses : SOCW 223—Introduction to Gerontology, 3 hrs.; SOC 499—Internships in Sociology, 3 hrs.; HP 300—Health Care Aspects of Gerontology, 3 hrs.

Electives: Six hours from the following: SOC 343—Sociology of Death & Dying, 3 hrs.; SOCW 323—Social Work Practice with the Aged, 3 hrs.; or PSY 261—Lifespan Developmental Psychology, 3 hrs. Other recommended courses for study: SOC 261, 3 hrs.; 421, 3 hrs.; PSY 201, 3 hrs.; BIOL 105, 3 hrs.; 276, 3 hrs.

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

121 Principles of Sociology (3) An examination of social dynamics and consequences of social life. The main topics are culture, social groups, socialization, deviance, social stratification, race relations, gender, and family. It is required of majors and minors. No prereq. F, Sp, Su

200 Special Topics in Sociology (3) This course is a means for the study of selected topics of current interest and importance in sociology. These topics will vary in accordance with the interests of students and faculty. Students may repeat the course without limit, as the topic changes. Prereq: SOC 121. F, Sp

225 Criminology (3) A consideration of criminality, its nature and extent, particularly in the United States; and analysis of the etiology of criminal behavior, the sociology of criminal law, and societal reaction to criminals. Prereq: SOC 121. F

231 Social Problems (3) Examination of the nature, extent, causes, and effects of selected contemporary social problems, such as gender, sexual behavior, drugs, environment, economic inequality, racial inequality, crime, and education. Prereq: SOC 121. F, Sp

235 Juvenile Delinquency (3) Definitions and interpretations; theories of causation and prevention; organization and functions of community agencies and institutions including police, courts, and probation services. Prereq: SOC 121. Sp

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251 Principles of Social Psychology (3) A general consideration of human behavior in social situations with particular emphasis on the communication processes, socialization, social role, social self, and social groupings. Prereq: SOC 121

261 Marriage and Family (3) The course examines the research about the family life cycle. The specific areas investigated are sex roles, a history of the American family, dating, sexual behavior, marriage, childbirth, children, the middle-aged, the elderly, divorce, and step-parenting. Prereq: SOC 121. F, Sp

301 Introduction to Criminal Justice Administration (3) Analysis of the public institutions which determine policy and practice in the administration of the criminal justice system. This will include the legislature, the police, the courts, and correctional systems. Prereq: SOC 121, 225, and 235. Sp

302 Criminal Law (3) History and development of criminal law as a system of social control; the relationship among criminal laws; and the workings of courts and correctional systems. Prereq: SOC 121, 225, 235. F

341 Sociology of Medicine (3) The social organization of medical care. The course considers patterns of morbidity and mortality, social epidemiology of disease, social effects of disease, doctor-patient relationships, cost of medical services, hospitalized patients, modes of medical practice, hospital organization, and programs of medical care. Prereq: SOC 121 F

343 Sociology of Death and Dying (3) The social structures and processes involved with death and dying. The course considers different concepts of death, death as a social disease, the demography of death, the determination of death, the funeral industry, the social psychology of dying, dying patients, and the survivors of death. Prereq: SOC 121. Sp

345 Simulated Games of Society (3) The study of society through the use of simulated games. The power structure, the social class system, the justice system, sex roles, different cultures, whole societies, ghettos, economic systems, municipal politics, and national political parties are simulated in classroom games to provide the student with experiential knowledge of these processes. Prereq: SOC 121. F

361 Gender and Society (3) An exploration of the behavioral, psychological, and experiential differences and similarities between males and females. The course focuses on possible biological and social bases of gender differences, the consequences of these differences for social life, and the various social inequalities between the sexes that have become institutionalized in American society. Prereq: SOC 121. Sp

370 Seminar in Sociology (3) An intensive, small-group discussion of recent, provocative books on topics of current interest to sociologists. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the reading list changes. Prereq: consent of instructor. F, Sp, Su

375 Social Change (3) An investigation of change in cultural patterns, behavioral relationships, and social structure. Topics comprise social movements, work, urbanization, family, computerization, social organizations, and other aspects of American society. Prereq: SOC 121.

391 Introduction to Sociological Research (3) An examination of the various methods that sociologists use to conduct research. Course

work includes concept formation, sampling, questionnaire construction, content analysis, experiments, and field observations. Students learn how to conceptualize and design their own research project. Prereq: SOC 121, CIS 151, six other hours of sociology courses. F

392 Statistics for Social Research (3) An introductory course in descriptive and inferential statistics. Course work includes probability, univariate statistics, bivariate statistics, and statistical modeling using the SPSS computer analysis software package. Students learn how to write research reports using statistical evidence. Prereq: SOC 121, SOC 391, MATH 108 or MATH 111. Sp

401 Probation and Parole (3) The processes of probation and parole in the United States in terms of its historical development, philosophy and standards; attention is focused on the utilization of parole and probation as tools of social control with special emphasis on the implications of the philosophical impact of probation and parole on field practices. Prereq: SOC 121, 225, 235. F

421 Minority Groups (3) An investigation of sociological factors creating minority groups: dominant attitudes of minority-majority groups and their social products. Prereq: six hours of sociology or consent of instructor.

424 Population (3) The quantitative and qualitative aspects of population and population trends in significant areas of the world; emphasis is on cultural implications with some attention to population research techniques. Prereq: six hours of sociology or consent of instructor.

426 Sociology of Deviant Behavior (3) An examination of various concepts of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance; emphasis upon the relationship of such behavior to social structure and social processes. Prereq: six hours of sociology or consent of instructor. F

441 Social Movements (3) Consideration of a social movement as an attempt to establish a new order of life; an analysis of the states of development from its inception to the achievement of full institutionalization; specific social movements are examined such as the labor movement, the women's movement, and racial, religious, and political movements. Prereq: six hours of sociology or consent of instructor.

461 Sociological Issues in Education (3) An examination of current problems and controversies in American education from preschool to college, particularly issues involving quality and equality. The course explores the reciprocal influence between educational institutions and other institutions in American society. No prereq.

463 Wealth and Poverty (3) An examination of social stratification in U.S. society with comparisons to other countries. The course explores different indicators of inequality, the social class system, theories of inequality, poverty, social mobility, and legitimation of inequality. It also explores the intersection of stratification with race and gender. Prereq: six hours of sociology or consent of instructor.

481 Contemporary Social Thought (3) An examination of several contemporary perspectives on the nature of society. The course focuses on cultural, economic, genetic, and social forces as tools to explain concrete social phenomena. Prereq: six hours of sociology or consent of instructor. Sp

483 Development of Sociological Theory (3) An examination of three theoretical traditions in sociology: Structural-Functionalism,

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Marxist/Critical, and Historical/Interpretive Sociology. The course explores the historical formation of the significant developments within each tradition along with other classical and contemporary sociological ideas. Prereq: six hours of sociology or consent of instructor. F

489 Independent Study (1-3) An extensive examination of the main sociological ideas on a specific topic. The major paper is a product of critical reading or advanced research. The course may be taken up to six hours. Prereq: nine hours in sociology and consent of instructor. F, Sp

499 Internship in Sociology, Criminal Justice and Anthropology (3) An opportunity for a work experience in the area of sociology or anthropology. For students interested in graduate school, the internship will involve field research. For students interested in social service or criminal justice, the placement will be with an appropriate agency. The course may be taken up to six hours. Prereq: nine hours in sociology and consent of instructor. F, Sp

## Social Science - Associate Degree (65 semester hours)

The associate degree program in social sciences is designed for students who anticipate the need for only two years of college education. Basically it reflects the training received in the first two years of a regular four-year program, and a student may, if he or she desires, continue on to a baccalaureate degree. At the same time a student with an associate degree will have the satisfaction of having recognition for his or her efforts, and will be able to produce a tangible certification for prospective employers.

Required University Core Curriculum courses (35 hrs.): ENG 101—3 hrs.; ENG 201—3 hrs.; SPCH 101—3 hrs.; Health/Fitness—1 hr.; MATH 108 or MATH 111—4 hrs.; Western Culture—3 hrs.; History—3 hrs.; Ethics or Arts—3 hrs.; Science—3 hrs.; Individual Social—6 hrs.; Global Communities—3 hrs.

Required social science courses (18 hrs.): 18 hours in a single area of concentration selected from psychology, sociology, economics, political science, United States history, or world history.  
Elective courses: 12 hours.

### Social Studies Teaching Certification

Students seeking a bachelor's degree in social science and standard certification as a senior high/junior high/middle school (grades 5 through 12) social studies teacher should contact the chair of the department of their primary certification area early in their education career. In this initial contact the student will be assigned an advisor to assist in planning the entire four-year program leading to certification. A complete file on each student will be maintained in the dean's office. Three components comprise each program leading to Indiana Certification as a secondary teacher of economics, geog-

raphy, government, psychology, sociology, United States history, and world civilizations. These components are:

1. University Core Curriculum (50 hours). Please review requirements for the University Core Curriculum printed elsewhere in this bulletin.
2. Professional Education (courses taught by the Bower-Suhrheinrich School of Education and Human Services necessary to meet state licensing requirements). Please review appropriate sections elsewhere in this bulletin under the Bower-Suhrheinrich School of Education and Human Services.
3. Major or minor certification in Indiana is by teaching areas. There is no blanket license that covers all of the teaching areas; rather, students must select from as many of the following as seems advisable:

Economics	Sociology
Geography	United States History
Government	World Civilizations
Psychology	

Two certification programs are offered, the teaching major and the teaching minor.

4. The teaching major requires a minimum of 54 semester hours; 18 semester hours primary teaching area, 12 semester hours each in two supporting teaching areas, and 12 semester hours in social sciences outside the primary and supporting teaching areas.
5. The teaching minor requires a minimum of 24 semester hours; 15 semester hours in one teaching area and nine semester hours on diversified work selected from three of the teaching areas outside the one selected for certification or comprised of interdisciplinary studies in history and the social sciences.

Neither the teaching major nor the teaching minor provides comprehensive certification to teach social studies in Indiana. Licensing is based on teaching areas instead. After successful completion of 55 hours of course work, candidates for certification must submit an application for admission to the teacher education program. Application materials are available in the Bower-Suhrheinrich School of Education and Human Services office. The applications process includes an interview with faculty in the primary and supporting teaching area. Please review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin for further information about 55-hour requirements.

A grade point average of 2.50 or higher must be earned in each teaching area sought and in the total major and or minor programs. For graduation, an overall GPA of 2.50 or higher also is required.

### Professional Teaching Areas

Candidates should select one primary and two supporting teaching areas. Employer needs, subject matter compatibility, and one's own interests should be part of this selection. Depending upon whether a student is pursuing a teaching major or a teaching minor, the selection will fall into one of the two following patterns:

<p>Teaching Major (54 semester hours) Primary Teaching area: 18 hours</p> <p>Supporting Teaching area: 12 hours Diversified courses: 12 hours</p>	<p>Teaching Minor (24 semester hours) Supporting Teaching area: 12 hours</p> <p>Teaching area: 15 hours Diversified courses: 9 hours</p>
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The diversified component consists of courses in two or more social science disciplines not selected as Primary or Supporting. These may include anthropology. Following are the possible course selections for each of the social science disciplines:

	Primary 18 hrs.	Supporting 12 hrs.	Minor 24 hrs. Including 9 Diversified
<b>I. Economics</b>			
208 Microeconomics	3	3	3
209 Macroeconomics	3	3	3
271 Elementary Statistics	3	-	-
308 Intermediate Microeconomic Theory	3	-	-
309 Intermediate Macroeconomic Theory	3	-	-
Directed Electives	3	6	9
<b>II. Geography</b>			
111 Principles of Geography	3	3	3
213 Economic Geography	3	3	3
214 Meteorology	3	-	3
233 Environmental Geology & Resource Conservation	3	3	3
330 World Geography	3	3	3
433 Conservation of Natural Resources	3	3	3
468 Oceanography	3	-	-
<b>III. Government (Political Science)</b>			
101 Introduction to Political Science	3	3	3
102 Introduction to American Politics	3	3	3
271 International Politics	3	3	-
281 Comparative Politics	3	-	3
One course in political theory from 309, 345, 445, 446	3	-	-
Directed Electives (300 or 400 level preferred)	3	3	6

	Primary 18 hrs.	Supporting 12 hrs.	Minor 24 hrs. Including 9 Diversified
IV. Psychology (requires 19 hrs)			
201 General Psychology	3	3	3
302 Intro to Psychological Statistics	3	-	-
352 Research Methods	4	-	-
Directed Electives (300 or 400 level preferred)	9	9	12
V. Sociology			
121 Principles of Sociology	3	3	3
231 Social Problems I	3	3	3
370 Seminar in Sociology	3	3	3
382 Intro. to Sociological Research	3	-	3
481 Cont. Soc. Thought or			
483 Devel. Soc. Theory	3	-	3
Directed Electives 300-400 level	3	3	-
VI. *United States History			
301 United States to 1865 or	3	3	3
102 United States Since 1865 (One 130 Issues course may substitute for 101 or 102)			
One chosen from:	3	-	3
298 Historical Methods			
400 Topics in American History			
498 Senior Seminar in American History			
Directed Electives above 100s; mostly from 300s and 400s	12	9	9
*Typically, students doing both primary and supporting areas in history also complete the requirements for the history major. Students doing only one area in history must take at least one course in the other area of history under the diversified category.			
VII. *World Civilizations			
111 World Civilizations I or	3	3	3
112 World Civilizations II (One 140 Issues course may substitute for 111 or 112)			
One chosen from:	3	-	3
298 Historical Methods			
410 Topics in World History			
499 Senior Seminar in World History			
Directed Electives above 100s; mostly from 300s and 400s	12	9	9

\*Typically, students doing both primary and supporting areas in history also complete the requirements for the history major. Students doing only one area in history must take at least one course in the other area of history under the diversified category.

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### Elementary or Junior High/Middle School Social Science Minor

(24 semester hours)

A minor in social science that is designed specifically to meet the needs of the prospective elementary or junior high/middle school teacher.

Required courses : HIST 101 or 102, 3 hrs.; HIST 111 or 112, 3 hrs.; POLS 101 or 102, 3hrs.; ECON 175, 208, or 209, 3hrs.; SOC 121, 3 hrs.; GEOG 112 or 330, 3 hrs.; PSY 201, 3hrs.

Elective: A three-hour course as directed by the advisor from one of the following areas: United States History, World Civilization, Geography, or Geology 101.

### Pre-Law Curriculum

The student who plans to study law should consider the characteristics of the legal profession as clearly and definitely as possible in order to decide whether or not it suits his or her purposes in life. Aside from administrative work in business, labor, social service organizations, or public agencies, to which law study often leads, lawyers engage in private practice, alone or in firms, in large and small communities. They serve in salaried positions in business corporations, banks, insurance companies, trade associations, the courts, and government offices. They shift from the practice of law to elective or appointive office and back again. Good lawyers must, of course, expect to make an average living from their profession, but they should not anticipate great wealth. Their principal reward comes rather from interest in their work and from the opportunities for effective civic and human service which legal activity offers in the communities in which they live and of which they are a part. With patience, courage, integrity, and willingness to work, they will find that their profession affords them a place of respect in society, as well as a means of livelihood.

Law training for these ends is difficult, but not impossible. It requires a good collegiate background of oral and written expression, an understanding of history, a familiarity with science, and an appreciation of the social, political, and economic problems of society. The student's pursuit of genuine intellectual interests of whatever nature, so long as not too narrow in range, is to be preferred over any prescription of subjects that might be taken.

There is, thus, no single preferred course of study for pre-law. Most law schools accept superior students who have good liberal arts backgrounds, regardless of their major fields. In general, however, pre-law students are recommended to major in political science, any of the other social sciences, English, or philosophy.

Each pre-law student will be assigned an advisor who will help in the choice of a major, a minor, and other courses best suited to his or her background, interest, and needs.

Information concerning admission to law school in the United States is available from the political science faculty.

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# SCHOOL OF NURSING AND HEALTH PROFESSIONS

[www.health.usi.edu](http://www.health.usi.edu)

Nadine A. Coudret, M.S.N., Ed.D., *Dean*  
Deborah L. Carl, R.D.H., M.Ed., *Program Director, Dental Hygiene*  
Hahn Edwards, M.A., M.S., OTR, *Program Director, Occupational Therapy Assistant*  
Judy Halstead, M.S.N., D.N.S., *Director, Instructional Services & Resources*  
Carol Hermes, M.A., C.H.E., *Program Director, Health Services*  
Robert Hooper, R.R.T., B.S., *Program Director, Respiratory Therapy*  
Aimee J. Luebben, Ed.D., O.T.R./L., F.A.O.T.A., *Program Director, Occupational Therapy*  
Linda Matheson, C.D.A., R.D.H., M.B.A., *Program Director, Dental Assisting*  
Martin Reed, R.T., Ph.D., *Program Director, Radiologic and Imaging Sciences*  
Melissa Vandever, C.P.N.P., Ph.D., *Program Director, Graduate Nursing*  
Ann White, M.S.N., Ph.D., M.B.A., *Program Director, Undergraduate Nursing*

The School of Nursing and Health Professions promotes excellence in its academic programs, students, and graduates. Faculty and staff demonstrate leadership in health care education, research, practice, and community service. The School of Nursing and Health Professions offers students the opportunity to prepare for a personally satisfying and financially rewarding careers.

The School of Nursing and Health Professions provides the following educational programs:

Dental Assisting: certificate and associate degree  
Dental Hygiene: associate degree  
Dental Hygiene Education: bachelor's degree  
Health Administration: master's degree  
Health Services: bachelor's degree  
Health Occupations Education: bachelor's degree  
Nursing: associate and bachelor's degrees  
Nursing - Acute Care Nurse Practitioner: master's degree  
Nursing - Family Nurse Practitioner: master's degree  
Nursing - Clinical Nurse Specialist: master's degree  
Nursing - Nursing Education: master's degree  
Nursing - Nursing Administration: master's degree

Occupational Therapy: master's degree  
Occupational Therapy: bachelor's degree  
Occupational Therapy Assistant: associate degree  
Radiologic and Imaging Sciences: bachelor's degree  
Radiologic Technology: associate degree  
Respiratory Therapy: associate degree

Programs are accredited or approved by national agencies representing the profession and/or appropriate state governmental agencies. Program graduates are highly successful on state and national licensing/registry exams and are heavily recruited by health care employers.

School faculty are academically prepared, experienced practitioners who are licensed, registered, or certified members of the professions in which they teach. The school provides a caring atmosphere in which students, faculty, and community health care professionals work together to optimize personal and professional development. The faculty provide educational experiences which prepare students to become competent practitioners and obtain licensure, registration, or certification in their fields.

A wide variety of clinical facilities are utilized in the educational programs of the school. These facilities include Deaconess Hospital, St. Mary's Medical Center, Health South Tri-State Rehabilitation Hospital, Evansville State Hospital, Evansville-Vanderburgh School Corporation, Evansville-Vanderburgh County Public Health Department, Evansville Association for Retarded Citizens, Visiting Nurse Association of Southwestern Indiana, Rehabilitation Center, Planned Parenthood, Southwestern Indiana Mental Health Center, Southwestern Indiana Regional Council on Aging, senior citizens centers, dental offices, physicians' offices, day care centers, nursing homes, extended care facilities, and the dental clinic.

## Admission and Progression Requirements

Students seeking admission to programs in the School of Nursing and Health Professions must apply for admission to the University and submit a separate application to the program of their choice. Admission is competitive and limited to ensure the highest quality of student learning experiences. Students are encouraged to apply during the fall semester prior to their planned date of

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enrollment. Students meeting academic requirements must also be in good health; eligible for licensure, certification, or registration; and capable of meeting clinical practice requirements.

Students enrolled in nursing and health professions programs must achieve a grade of C or better in courses of the major and other selected courses in order to progress in their program major. Additional information regarding admission criteria and progression requirements is listed in the individual program descriptions that follow. Program student handbooks are available upon request and include more information about academic requirements.

#### Financial Aid

A number of scholarships are designated specifically for students in the School of Nursing and Health Professions. These scholarships are in addition to the scholarships and other financial aid that is available for all students.

#### Application for Degree

A degree application must be filed by students completing course requirements one semester prior to the semester in which the program will be completed. This application may be obtained from the School of Nursing and Health Professions office and should be returned to the student's academic advisor for review and approval.

#### Nursing

Nursing involves the diagnosis and treatment of human responses in various states of health. Nursing is an art and a science based upon the value of caring and grounded in scientific, esthetic, and ethical knowledge. The baccalaureate nursing program is designed to prepare the professional nurse to plan, implement, and evaluate health care for individuals, families, and groups in institutional and community settings. Completion of the baccalaureate degree provides the foundation for professional practice and graduate study in nursing.

Students enrolled in the baccalaureate program may elect to sit for the registered nurse licensing exam at the end of the third year of the program. In order to meet pre-licensing requirements the students will be awarded an associate degree. Students in the fourth year of nursing study may complete requirements for the baccalaureate degree on a part-time or full-time basis. All fourth year nursing courses are offered through the Internet and Distance Education. Additional information about the

nursing program is available through the school home page [health.usi.edu](http://health.usi.edu).

The nursing program is accredited by the Indiana State Board of Nursing and by the Commission on Collegiate Nursing Education (One Dupont Circle, Suite 530, Washington D.C. 20036, 202/887-6791).

#### Admission Requirements

Students interested in admission to the baccalaureate nursing program must submit an application to the

baccalaureate nursing program in addition to a University application. Individuals, prior to their acceptance into the baccalaureate nursing program, are classified as pre-nursing majors. Enrollment in pre-nursing does not assure admission to the nursing major.

Admission to the nursing program is based on academic qualifications and the student's ability to perform clinical assignments. The number of students admitted to the nursing program is limited by the availability of instructional resources and clinical learning sites. The requirements for admission to the nursing program and the criteria used to select applicants are listed below.

#### Admission for High School Seniors or Students with Less Than 16 College Credit Hours

1. Admission to the University.
2. Completion of the nursing program application.
3. Upper third of high school class.
4. High School grade point average of 3.0 on a 4.0 scale.
5. A combined SAT score of 1000 (900 if taken before May 1995), ACT score of 21, or a comparable \*pre-admission nursing test.

#### Admission for Students with 16 or more College Credit Hours

1. Admission to the University.
2. Completion of the nursing program application.
3. College grade point average of 2.7 on a 4.0 scale.
4. A combined SAT score of 1000 (900 if taken before May 1995), ACT score of 21, or a comparable \*pre-admission nursing test.

\*Information about the Pre-Admission Nursing exam may be obtained through the nursing administrative assistant (812/465-1174).



Other admission factors that are considered include successful completion of science courses and prior completion of a baccalaureate and/or health care program. Students selected for admission to the nursing program must also present evidence of satisfactory health status, be eligible for RN licensure, and be capable of fulfilling clinical practice requirements. Students must achieve a grade of C or better in ENG 101 and all nursing and science courses.

### Baccalaureate Nursing Program Curriculum

#### First Year

Fall Semester		
ENG 101	Rhetoric & Composition I	3
BIOL 121	Human Anatomy & Physiology	3
CHEM 141	Principles of Chemistry	4
SPCH 101	Intro to Speech	3
	or	
SPCH 107	Interpersonal Communication	
HP 211	Health Care Delivery System	3
HP 115	Medical Terminology	<u>2</u>
		18
Spring Semester		
NURS 131	Intro to Wellness, Illness, and Nursing	4
BIOL 122	Human Anatomy & Physiology II	3
NUTR 376	Nutrition	3
BIOL 272	Medical Microbiology	3
ENG 201	Rhetoric & Composition II	3
Physical Education		<u>1</u>
		17

#### Second Year

Fall Semester		
NURS 231	Foundations for Nursing of Children and Adults	7
Math		4
PSY 201	Intro to Psychology	3
The Arts		<u>3</u>
		17
Spring Semester		
NURS 243	Mental Health Nursing	4
NURS 245	Nursing of Children and Adults I	4
	Social Behavior	3
	Western Culture I	3
	History	<u>3</u>
		17

#### Third Year

Fall Semester		
NURS 341	Nursing of the Childbearing Family	4
NURS 343	Nursing of Children & Adults II	4
PHIL 363	Biomedical Ethics	3
HP 402	Health Care Research and Stats	3
	Western Culture II	<u>3</u>
		17
Spring Semester		
NURS 348	Legal Aspects of Nursing	1
NURS 347	Nursing of Children and Adults III	8
NURS 355	Nursing Practicum	3
	or	
NURS 351	Transition to Professional Nursing (for RNs only)	<u>—</u>
		12

#### Fourth Year

Fall Semester		
NURS 452	Nursing of Critically Ill Adults	5
NURS 465	Nursing of Chronic Ill Adults	5
NURS 353	Nursing Research	3
	Global Communities	<u>3</u>
		16
Spring Semester		
NURS 454	Community Health Nursing	6
NURS 466	Nursing Management	5
NURS 467	Professional Nursing and Health Care Issues	<u>3</u>
		14
TOTAL HOURS		128

#### RN-BSN Program of Study

Registered nurses with an associate degree or diploma may apply for admission to the program and earn a baccalaureate in nursing by completing the required University Core Curriculum and nursing courses. The nursing courses required for the RN-BSN completion option are provided through a combination of technologies, including Internet delivery, computer conferencing, telephone conferencing, videotapes, and email. The flexibility of the RN-BSN option provides nurses with the opportunity to complete the course requirements in their own home and on their own schedule with reasonable costs.

The curriculum is built upon a foundation of biological, physical, and social sciences with acknowledgement of previously learned content. No further testing of prior knowledge is required if a nurse holds a valid RN license and is in good standing in the current state of employment. Additional information about the RN-BSN program is available at [health.usi.edu/distlern/rnbsn.htm](http://health.usi.edu/distlern/rnbsn.htm).

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## RN-MSN Program of Study

The RN-MSN program is designed for associate degree or diploma prepared registered nurses interested in graduate nursing education and preparation for an advanced nursing practice role. The program builds on student's prior learning and requires three years of practice experience. Students in consultation with a faculty advisor develop a plan of study that is based on prior learning and the student's selected graduate study major.

The program of study includes the completion of all non-nursing courses, an advanced nursing practice role transition course (NURS 451), and two fourth year clinical nursing courses. Students, after successful completion of the required undergraduate courses are provisionally admitted to the graduate nursing program. After successful completion of the undergraduate nursing courses and the completion of 12 hours of graduate course credits, credit for the validated undergraduate courses is posted and students are awarded a Bachelor of Science in Nursing degree. Students are then granted full admission into the graduate program. After successful completion of the remaining required graduate nursing courses, students are awarded an MSN degree. Additional information about the RN-MSN program is available at [health.usi.edu/distlern/rnmsn.htm](http://health.usi.edu/distlern/rnmsn.htm).

### Admission Requirement

The requirements for admission include:

1. Completion of an associate degree or diploma from an accredited program in nursing.
2. Three years of current practice experience as a registered nurse.
3. Valid, unrestricted, unencumbered RN license from the state in which the nurse is practicing.
4. Completion of the University and RN-MSN admission application process.
5. Cumulative grade point average of 3.0 on a 4.0 scale in previous academic work.
6. International students must have a score of 550 on the written TOEFL test or 213 on the computerized TOEFL test.

## Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

131 Introduction to Wellness, Illness, and Nursing (4) Explores concepts basic to nursing with emphasis on healthy living, utilization of health resources environmental impact on health, and the development of knowledge competence, communication and caring within the nurse's professional role. Through class and clinical experiences, students learn collaboration, critical thinking, and basic assessment skills for clients through the lifespan. Prereq: HP 211, CHEM 141 and BIOL 121. Sp

231 Foundations for Nursing of Children and Adults (7) This course focuses on the care of clients through the lifespan experiencing pain, infection, lower respiratory, diabetes, cardiac, gastrointestinal, and urinary problems Pathophysiology, diagnostics, pharmacology, and culturally sensitive nursing interventions are explored within a nursing process framework. Prereq: NURS 131, BIOL 122, BIOL 272, and BIOL 276. F

243 Mental Health Nursing (4) This course focuses on therapeutic interaction concentrating on human responses to mental health and illness. Students practice the therapeutic use of self, and implement culturally sensitive mental health nursing interventions in multiple clinical settings. Prereq: NURS 231 and PSY 201. Sp

245 Nursing of Children and Adults I (4) Applies the nursing process for clients across the lifespan with endocrine, immunologic, hepatic, pancreatic, hematologic, and respiratory disorders in the acute care and post discharge setting. Pathophysiology, diagnostics, pharmacology, and culturally sensitive nursing interventions are explored within the nursing process framework. Prereq: NURS 231. Sp

341 Nursing of Women and Families (4) This course explores health patterns and cultural influence of women and their families across the lifespan. Reproduction, pregnancy, menopause, women's health issues and newborn care are emphasized through theoretical and clinical application. Prereq: NURS 243 and NURS 245. F

343 Nursing of Children and Adults II (4) Applies the nursing process for clients across the lifespan in the perioperative setting and with allergic, musculoskeletal and renal disorders in the acute care and post discharge settings. Pathophysiology, diagnostics, pharmacology, and culturally sensitive nursing interventions are explored within the nursing process framework. Prereq: NURS 243 and NURS 245. F

347 Nursing of Children and Adults III (8) This course focuses on complex, multi-dimensional health problems, through the lifespan from developmental, family, and environmental perspectives. Acute trauma, cardiovascular, acute respiratory, and neurosurgical disorders are studied. The role and competencies of the nurse as a health team member and care coordinator are emphasized. Prereq: NURS 341 and NURS 343. Sp

348 Legal Aspects of Nursing (1) Explores legal and ethical relationship of nursing to society; criminal/civil law; judicial process; liability issues; individual rights; employment issues; scope of practice; legislation affecting nursing practice and health care. Prereq: NURS 341 and NURS 343 or consent of instructor. Sp

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351 Transition to Professional Nursing (3) Prepares the registered nurse for contemporary nursing practice and education. Develops critical thinking knowledge, expertise and the personal and professional development required of the diverse health care settings. Prereq: consent of instructor and/or advisor required. F, Sp, Su

353 Nursing Research (3) This course explores the role of the nurse as a consumer of research. The student will evaluate information resources related to the profession's scientific knowledge base, culminating in an integrative review of the literature for selected nursing and health related topics. Prereq: HP 402 and NURS 231. F, Sp, Su

355 Nursing Practicum (3) This course provides students with a concentrated clinical experience. Emphasis is placed on integration, application of core-nursing knowledge, strengthening competencies and leadership and management while providing and coordinating care of clients. Seminar discussions include team building, clinical judgment, prioritization, delegation and decision-making. Prereq: NURS 347. Sp

451 Transition to Advanced Practice Nursing (3) Emphasis is placed on the preparation of the associate or diploma nurse graduates with clinical experience to enter the graduate nurse program. The program's philosophy, conceptual framework, and objectives are discussed in relation to contemporary advanced nursing practice and education. Students explore health promotion and assessment, health care community and team membership, nursing theory, nursing research, and quality management systems. Prereq: consent of instructor and/or advisor required. F, Sp, Su.

452 Nursing of Critically Ill Adults (5) Explore the care of the client with health states characterized by acute dysfunction or pattern disruption, high problem complexity, and low outcome predictability. Students provide direct care to clients in selected critical care settings. Prereq: NURS 355, 351, or 451. F, Sp

454 Community Health Nursing (6) This course explores the multi-dimensional health needs of populations in the community and the diverse multicultural, social, and environmental factors that influence community health and resource allocation. Prereq: NURS 355, 351, or 451. F, Sp

465 Nursing of Chronically Ill Adults (5) This course focuses on holistic concepts used in assisting individuals and families in responding to chronic or long-term health care needs. Prereq: NURS 355, 351, or 451. F, Sp

466 Nursing Management (5) Management functions and leadership roles in professional nursing are examined. Decision-making, communication, motivation, change theories, managed care and case management are presented and discussed to enhance the development of the beginning nurse manager. Prereq: NURS 355, 351, or 451. F, Sp

467 Professional Nursing and Health Care Issues (3) Current issues related to professional nursing and health care from a historical, economical, legal/ethical, political, and multicultural framework are presented. Strategies designed to influence organizational, institutional, and governmental decisions influencing nursing and health care are covered. Meets University Core Curriculum Goal D: Synthesis. Prereq: completion of two 400 level clinical nursing courses. Sp, Su

470 Special Topics in Nursing (1-3) This course provides the opportunity for analysis and synthesis of concepts and research related to special topics in nursing and health care.

472 Home Health Nursing(3) Review concepts pertinent to general nursing practice within the home environment. Theoretical framework relevant to home care for clients using a multidisciplinary approach are examined. Prereq: consent of instructor.

474 Perioperative Nursing (3) Explores the role of the perioperative nurse focusing on intraoperative, preoperative and postanesthesia nursing care through various teaching methodologies including clinical activities with preceptor. Prereq: consent of instructor.

476 Cardiovascular Surgical Nursing (3) Advanced knowledge and research concerning the care of patients undergoing cardiac surgery is presented. The collaborative role of the nurse while participating in the care of the critically ill cardiac surgery patient is emphasized. Prereq: consent of instructor.

478 Rehabilitation Nursing (3) This course examines nursing practice in the specialty of rehabilitation nursing. Emphasis is placed on the diagnosis and treatment of group responses to health problems as a result of altered functional ability.

482 Oncology Nursing (3) Advanced knowledge of adult oncology nursing is presented. The dimensions of prevention and early detection, diagnosis, treatment, palliation, rehabilitation, and survivorship are studied with diagnostic evaluation, classification, staging, and various treatment modalities for a selected range of malignancies.

484 Health Care Outcomes: Integrating Nursing Case Management and Disease Management (3) This course investigates the concepts of case management focusing on the policy, economic, and cares factors that influence positive outcomes for individuals or groups of individuals. Emphasis will be placed on the integration of nursing with case management and disease.

## Dental Assisting

This program offers specialized instruction in dental assisting. The educated dental assistant, working as a valued member of the dental health team, assists the dentist in performing professional duties in the operator, laboratory, and business office. The student becomes competent in chairside assisting, laboratory procedures, x-ray techniques, and in the duties and responsibilities of the business assistant.

The program requires 11 hours of prerequisites prior to the one academic year (two semesters) of the program. It includes approximately 1,100 hours of lecture, laboratory, and clinical instruction. An optional second year is available which leads to an associate of science with a major in dental assisting. Students who are enrolled must achieve at least a grade of C or better in all courses which directly pertain to their major (prefix DTAS or DTHY). An overall grade point average of 2.0 or better is required for graduation from the program.

Upon successful completion of the program, the student receives a Certificate in Dental Assisting which qualifies the student to sit for the Dental Assisting National Board Certification Examination. The Dental Assisting Program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body, and by the United States Department of Education. The address of the Commission on Dental Accreditation of the American Dental Association is 211 East Chicago Avenue, Chicago, IL 60611-2678, phone 800/621-8099.

**Admission Requirements for Dental Assisting**  
Students seeking admission to the program must apply for admission to the University before making separate application to the dental assisting program. Students who have a high school diploma or its equivalent, or who are students at any accredited college or university, are eligible to apply for admission. Transfer students will be considered on the basis of review of the individual's record and transcripts. Students meeting academic requirements must also be in good health, eligible for dental assisting certification, and capable of performing clinical practice requirements.

Admission criteria include:

1. Graduation from an accredited high school college preparatory curriculum with a grade point average of 2.0 or above (4.0 system) or a GED;
2. High school courses that include English, mathematics, science, social studies or foreign language, and keyboarding. Chemistry and biology are strongly recommended;
3. SAT or ACT scores;
4. Completed dental assisting application accompanied by an official high school transcript and college/university transcript if applicable.

Students who do not meet these criteria may ask for admission eligibility re-evaluation following successful completion of science and other specified courses required for the dental assisting program. Students currently enrolled in an accredited college or university must submit an official transcript of grades with their application.

Application forms for the dental assisting program may be obtained from the School of Nursing and Health Professions. The completed form must be submitted to the dental assisting program by March 1 of the year the student wishes to enter. However, due to the limited

enrollment in this program, applicants are encouraged to apply as soon as possible. A complete set of official high school transcripts and college/university transcripts, if applicable, must be submitted to the Office of Admission as part of the admissions procedure, as well as a separate official set of transcripts with the dental assisting application.

Applicants are required to visit a dental office which employs a dental assistant and observe the functions and responsibilities of a practicing dental assistant. A statement verifying this observation, signed by the dental assistant or dentist, is to be submitted along with other supporting documents by the deadline date.

#### Equivalency Program

Currently employed non-certified dental assistants who wish to work for certification should contact the director of the Dental Assisting Program. A limited number of special students can be accepted into the program and attend on a part-time basis. Many of the courses required may be completed by taking a comprehensive oral, written, and practical examination on a credit by examination basis. Applicants must have a minimum of two years full-time practical experience and must complete the program within five years of starting.

#### Dental Assisting Curriculum

##### Prerequisite Courses

ENG 101	Rhetoric & Composition I	3
PSY 201	Intro to Psychology	3
SPCH 101	Intro to Speech	3
HP 115	Medical Terminology	2

##### First Semester

DTHY 208	Dental Materials	3
DTHY 203	Dental Radiology	3
DTHY 214	Oral Embryology and Anatomy	3
DTAS 122	Clinical Science I	5
DTAS 156	Human Systems I	3
		17

##### Second Semester

DTAS 111	Oral Pathology	1
DTAS 158	Practice Management	
	Ethics & Jurisprudence	3
DTAS 166	Human Systems II	3
DTAS 175	Preventive Dentistry	2
DTAS 181	Clinical Science II	5
DTAS 183	Clinical Sci Applications	3
		17

Descriptions for DTHY courses are found in the dental hygiene list of course descriptions.

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## Associate of Science Degree

The associate of science degree is available to program graduates who complete a second academic year. A minimum of 65 credit hours is required.

### Second Year

#### Fall Semester

Ethics*, The Arts*, or Western Culture I*	3
Science* or Mathematics*	3
Indiv Develop/Social Behavior*	3
General Elective	1
	10

\*See  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$  bulletin for appropriate University Core Curriculum courses.

#### Spring Semester

Ethics*, The Arts*, or Western Culture II*	3
Science* or Mathematics	3
Indiv Develop/Social Behavior*	3
General Elective	1
	10

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

111 Oral Pathology (1) This course focuses on the general pathological conditions of the oral cavity with implications for the dental assistant. Sp

122 Clinical Science I (5) This course introduces the student to chairside dental assisting procedures with an emphasis on instrument identification and care, tray set-ups, transfer of instruments, and the role of the dental assistant in operative procedures. Clinical asepsis is emphasized and microbiological theories of disease and disease transmission are integrated and applied into course content. Includes student application in extramural settings. F

156 Human Systems I (3) This course presents the structure and function of body systems, their pathologies and emergencies, along with preventions and treatments. F

158 Practice Management, Ethics, and Jurisprudence (3) This course provides comprehensive consideration of dental ethics, jurisprudence, office procedures, and techniques for seeking employment. The student is prepared to assume the role of the business assistant, including receptionist duties, correspondence, computer usage, and management of financial accounts. Sp

166 Human Systems II (3) Structure and function of the remaining body systems, their related pathologies and emergencies, along with preventions and treatments are highlighted in this class. The digestive system with special emphasis on human nutrition and diet therapy is a special content area in Human Systems II. Course Prereqs: HP 115 and DTAS 156 or Medical Terminology and Human Systems I or consent of instructor. Sp

175 Preventive Dentistry (2) This course surveys dental diseases and provides practical methods of preventing their occurrence, utilizing plaque control, fluoride therapy, dietary control, pit and fissure sealants, and patient education. Sp

181 Clinical Science II (5) This clinical course prepares the student to assume the role of the dental assistant in the private office. Includes extramural clinical rotations. Sp

183 Clinical Science Applications (3) This course introduces the theories and techniques of chairside assisting in the dental specialties. Also includes the manipulation and uses of dental materials and the exposure, processing, and mounting of dental radiographs utilized in the dental specialties. Sp

### Dental Hygiene

Dental hygiene involves the use of a process of care to assess oral health status, develop a dental hygiene diagnosis, and plan and implement preventive and therapeutic services to achieve optimum oral health. This process of care is utilized to support the oral health status of individuals in a variety of clinical settings, and groups in community education and health care settings.

Career opportunities for licensed dental hygienists are available in dental clinics and practices, administrative and managerial health care, education, and research. The dental hygiene program at the University of Southern Indiana provides a curriculum which includes didactic courses, laboratory and clinical experiences, and community oral health education experiences. This diversity prepares graduates to deliver oral health care services and education in a variety of practice settings.

The dental hygiene program at  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$  consists of one year of prerequisite courses and two academic years of professional education courses. Completion of these three years results in an associate of science degree. A fourth academic year is offered which leads to a bachelor of science degree with a major in dental hygiene education. Students who are enrolled are required to earn a grade of C or better in all courses which directly pertain to their major (prefix DTHY). An overall grade point average of 2.0 is required for graduation from the program.

The freshman year is open to all students and may be taken at any accredited college or university. Courses completed at another university must be comparable to those offered by  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$  and must transfer for credit. During the freshman year, students desiring to be admitted to the dental hygiene program must make formal application to the program. Admission to the University and completion of the prerequisite courses does not guarantee admission to the dental hygiene program.

Applicants who have graduated from the University's dental assisting program with a grade point average of 3.0 or higher in their major will receive additional credit on their dental hygiene admission score.

The dental hygiene program at the University of Southern Indiana is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the United States Department of Education. Their address is Commission on Dental Accreditation, American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611-2678, phone 800/621-8099.

#### Admission Requirements

Admission requirements include the following:

1. Graduation from an accredited high school college preparatory curriculum or its equivalent;
2. Acceptance to the  $\bar{A}_{\pm\pm\pm}$  dental hygiene program;
3. Completion of the required prerequisite college courses with a minimum grade point average of 2.5 (4.0 scale);
4. Submission of a dental hygiene application accompanied by an official high school transcript and official university transcript(s);
5. Submission of SAT or ACT scores.

Prospective students must be accepted for admission to  $\bar{A}_{\pm\pm\pm}$  before being considered for admission to the dental hygiene program. Enrollment in the dental hygiene program is limited and based on academic qualifications. Applicants meeting academic requirements must also be in good health, be eligible for dental hygiene licensure, and capable of fulfilling clinical practice requirements.

Prerequisite courses cannot be taken on pass/fail option. All required courses must be completed by August of the year in which the student plans to enter the dental hygiene program.

Application forms for the dental hygiene program are available in the School of Nursing and Health Professions. The completed form must be submitted to the dental hygiene program by February 1 of the year the student desires admission to the program. Applications received after February 1 will be considered on a space available basis. Official high school and university transcripts must be submitted to the Office of Admission and to the dental hygiene program as part of the admissions procedure.

#### Prerequisite Courses

Chemistry with Laboratory	4
Anatomy and Physiology I	3
Anatomy and Physiology II	3
Medical Terminology	2
Rhetoric and Composition I	3
Introduction to Speech	3
Principles of Sociology	3
Introduction to Psychology	3
Arts and Humanities	6
	30

#### Baccalaureate Degree

The baccalaureate degree in dental hygiene education provides dental hygiene clinicians with a foundation for expanded roles in the areas of advanced non-surgical periodontal therapy, higher education, research, and health care management/administration.

A baccalaureate degree in dental hygiene education is available to  $\bar{A}_{\pm\pm\pm}$  dental hygiene program graduates by enrolling and completing a fourth year. An applicant for this degree who is a non- $\bar{A}_{\pm\pm\pm}$  dental hygiene program graduate will be considered on the basis of a review of the individual's records and transcripts. In accordance with University policy, the last 30 hours of course work must be taken in residence.

#### Dental Hygiene Curriculum First Year

First Semester			
ENG 101	Rhetoric & Composition I		3
SPCH 101	Intro to Speech		3
PSY 201	Intro to Psychology		3
	The Arts		3
**MATH	Mathematics		3-4
**PED	Physical Education 186 or 281		<u>1-2</u>
			16-18
Second Semester			
*CHEM 107	Chemistry with Lab		4
HP 115	Medical Terminology		2
SOC 121	Principles of Sociology		3
	Humanities I		3
**ENG 201	Rhetoric & Composition II		3
**PED	PE Activities Course		<u>1</u>
			16
Summer			
BIOL 121	Human Anatomy and Physiology I		3
BIOL 122	Human Anatomy and Physiology II		<u>3</u>
			6

#### Second Year

First Semester			
DTHY 203	Dental Radiology		3
DTHY 212	Head and Neck Anatomy		2
DTHY 214	Oral Embryology and Anatomy		3
DTHY 245	DH Theory and Services I		7
HP 335	Pathophysiology		<u>3</u>
			18

Second Semester		
DTHY 255	DH Theory and Services II	7
DTHY 317	Preventive Dentistry	2
HP 325	Pharmacology	3
NUTR 376	Nutrition	3
BIOL 272	Medical Microbiology	3
		18

### Third Year

First Semester		
DTHY 208	Dental Materials	3
DTHY 304	Oral Pathology	2
DTHY 311	Oral Health Education	3
DTHY 321	Periodontics	2
DTHY 345	DH Theory and Services III	7
		17

Second Semester		
DTHY 312	Community Oral Health	3
DTHY 325	Practice Management and Ethics	3
DTHY 355	DH Theory and Services IV	8
		14

### Fourth Year

First Semester		
**DTHY 401	<i>Clinical Management I</i>	3
**HP 411	<i>Health Care Systems Mngt</i>	3
**PHIL 363	<i>Bioethics</i>	3
**Humanities II		3
**History		3
		15

Second Semester		
**DTHY 402	<i>Clinical Management II</i>	3
**HP 402	<i>Research</i>	3
**HP	<i>Health Professions Elective</i>	3
**	<i>Global Communities</i>	3
		12

TOTAL HOURS 132-134

\*Students planning to enter dental school should enroll in CHEM 161.  
 \*\**Italicized courses are required for the baccalaureate degree. They are not required for the associate degree.*

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

203 Dental Radiology (3) This course includes principles of exposing, processing, mounting, evaluating, and interpreting dental radiographs. Biological effects of radiation and protective principles are emphasized. 2 hours lecture, 2 hours laboratory. F

208 Dental Materials (3) This course focuses on the study of basic dental materials and their uses. Includes laboratory exercises, identification, manipulation, and use of common materials. 2 hours lecture, 2 hours laboratory. F

212 Head and Neck Anatomy (2) This course focuses on head and neck anatomy and physiology to supplement knowledge in general human anatomy. F

214 Oral Embryology and Anatomy (3) In this course the histologic and gross anatomical form of the oral-facial region of the head will be studied, including the relationship between the form and function of these structures. F

245 Dental Hygiene Theory and Services I (7) This course introduces the theory of the dental hygiene process of care. Emphasis is on providing the student with an ethical and scientific foundation to use in applying appropriate infection control procedures, introductory client assessment procedures, and basic instrumentation skills. The student will apply these skills in a laboratory setting. 3 hours lecture, 8 hours laboratory. F

255 Dental Hygiene Theory and Services II (7) This course introduces concepts of supportive dental hygiene therapy including subgingival irrigation, pit and fissure sealants, amalgam finishing and polishing, and pain management. Subgingival debridement through the use of sonic and ultrasonic instrumentation is introduced. Discussion of current clinical issues is included. The clinical component of the course introduces the student to the use of the dental hygiene process of care in implementing individualized care plans for clients with a variety of periodontal and dental conditions. Care plans are developed in collaboration with the student's advising faculty. The use of supportive dental hygiene treatment in providing comprehensive care is introduced. 3 hours lecture, 12 hours clinical. Sp

304 Oral Pathology (2) This course covers the general pathological conditions of the head and neck with pertinent implications for the practicing dental hygienist. F

311 Oral Health Education (3) This course concentrates on teaching methodology and techniques for individual and group oral health education. Behavior modification techniques, case studies, and the preparation and presentation of an educational program are utilized. The course prepares the student to provide individualized oral health instruction utilizing effective teaching techniques and to participate in educational field work in the community. F

312 Community Oral Health (3) This course is designed to provide field experiences for the dental hygiene student in a variety of community facilities. Directed field experiences occur in public and parochial school systems, nursing homes, and a mental health hospital. In addition, the student selects a facility of choice and assesses, plans, implements, and evaluates an oral health program for the selected population. This course stresses the appreciation and understanding of community oral health and prepares the dental hygiene graduate to assume an active role in developing and implementing community oral health programs. 1 hour lecture, 4 hours field experience. Sp

317 Preventive Dentistry (2) This course emphasizes the prevention of dental and periodontal diseases through mechanical plaque control, fluoride therapy, pit and fissure sealants, dietary control, and principles of client education. The effects of tobacco use on oral and general health is included. Tobacco use cessation strategies and their use in oral health education are presented. Sp

321 Periodontics (2) This course reviews the structures of the periodontium and presents the etiology, epidemiology, diagnosis, and surgical and non-surgical treatment procedures of periodontal diseases. F

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325 Practice Management and Ethics (3) Course emphasis is on preparing the dental professional to assume a responsible role in the private practice environment. Ethics, jurisprudence, office procedures, computer usage, seeking employment opportunities, and dental office observations are included. Sp

345 Dental Hygiene Theory and Services III (7) This course addresses advanced instrumentation procedures, focusing on the use of adjunctive instruments for root planing and instrumentation procedures used in the non-surgical treatment of moderate to severe periodontal disease. Information is provided regarding the care and clinical management of clients with special needs. Discussion of current clinic issues is included. The clinical component of the course provides the student with increased opportunities to use the dental hygiene process of care in implementing individualized care plans for clients with a variety of periodontal and dental conditions. Increased emphasis is placed on student-directed judgment and decision making in developing and implementing treatment strategies for clients with moderate to severe periodontal disease. The student will initiate treatment of a periodontal case client. 3 hours lecture, 12 hours clinical. F

355 Dental Hygiene Theory and Services IV (8) This course presents information on current developments in dental hygiene and dentistry. Also covered will be a review of the Indiana dental law and preparation for the National Board Dental Hygiene Examination, and state/regional examinations. The student will orally present the periodontal case client experience. Discussion of current clinic issues is included. The clinical component of the course emphasizes increased independence of the student in developing and implementing treatment strategies. Increased emphasis is placed on treatment and maintenance of clients who exhibit moderate to severe periodontal disease. The student will complete the implementation of the care plan and evaluation of the periodontal case client. 3 hours lecture, 16 hours clinical. Sp

401 Clinical Management I (3) This course provides the student with periodontal client management experiences, focusing on assessment, care planning, implementation of treatment strategies, maintenance, and evaluation. Treatment experiences are integrated into clinic management activities and oral presentations. Evaluation of client treatment by associate degree students enrolled in the dental hygiene program is incorporated. F

402 Clinical Management II (3) This course will utilize a collaborative approach to client treatment management. The baccalaureate degree student will evaluate periodontal treatment strategies developed and implemented by associate degree students. The student will develop both clinical and classroom instructive skills through individually designed education experiences. Sp

## Bachelor of Science in Health Services

Graduates of the Bachelors of Science in Health Services are prepared for entry into or advancement in the health care field. This degree program is designed to provide educational opportunities for students interested in gaining a knowledge base for positions in health care not requiring specialized clinical preparation, or for individuals who have completed a health professions program and desire to increase their knowledge and skills to effectively respond to the rapidly changing needs of the American health care delivery system.

The vast system that provides our nation's health care is undergoing revolutionary changes. This degree program strives to provide health care providers, insurers, and suppliers with a pool of graduates capable of adapting to and capitalizing on such changes in the methods of care delivery, financing, and information technology in the management of health care data. Throughout the curriculum, students are provided with opportunities to develop effective decision-making skills, and to become familiar with a systems approach to health care delivery.

Major trends in health care utilization data are reviewed, and the medical, social, and political impact of these changes are addressed. Students are encouraged to develop an appreciation for diversity not only in the human element of health care, but also in the business arrangements being tested to respond to health care reform. The need to remain flexible and responsive to changes resulting from such forces as the growing number of elderly, infectious and chronic diseases, and a market-driven health care system financed primarily by managed care arrangements is stressed. Completion of the requirements results in the awarding of the bachelor of science degree in health services.

### Admission Requirements

All applicants must first seek admission to the University by completing an application, having official transcripts of high school and other universities and colleges sent to the University and completing all other University admission requirements. Applicants with at least a 2.0 grade point average may make application to the bachelor of science in health services program by completing an admission packet available from the health services program director's office.

### Health Services Degree Requirements

A candidate for the bachelor of science degree with a major in health services must meet the general requirements for graduation as outlined in this bulletin and successfully complete the health professions courses required for the major area of study.

Summary of health services degree program requirements:

1. Completion of the University Core Curriculum requirements as outlined in this bulletin: 50 semester credit hours.
2. Required courses for health services major: 47 semester credit hours.
3. A minimum of 124 semester credit hours.



4. A minimum of 30 semester credit hours must be taken from the A++«ø°E, including the last 5 hours taken before graduation.
5. A minimum of 42 hours of 300/400 level credit hours.
6. Obtain an average of 2.0 grade point average or better on all work taken at the University of Southern Indiana.

#### Health Services Major

The 47-semester-credit-hour health services major is comprised of 29 hours from Group I and 18 hours from Group II.

#### Group I Required Courses, 29 semester credit hours:

HP115–Medical Terminology; HP 211–Health Care Delivery System; GERO 315–Health Care Aspects of Gerontology; HP 365–Alcohol & Drug Abuse; NUTR 376–Principles and Application in Nutrition or NUTR 378–Nutrition for Fitness and Sport; HP 411–Health Care Management; HP 421–Financial Management in Healthcare; HP 478–School and Community Health Education Methods or HP 402–Health Care Research and Statistics; HP 496–Marketing in Health Care Organizations; HP 498–Current Concepts in Health Professions.

#### Group II Elective Courses, 18 semester credit hours:

HP 235–Holistic Healing and Health Care; HP 305–Health Promotion and Worksite Wellness I; HP 306–Health Promotion and Worksite Wellness II; HP 314–Audiology and Hearing Impairment; GERO 316–Age Related Body Changes: Illness and Disease; GERO 317–The Long Term Care Continuum; GERO 318–Healthy Aging; HP 325–Pharmacology; HP 335–Mechanisms of Pathophysiology; HP 355–Human Sexuality; HP 384–Public Health; HP 385–Disease Control; NUTR 396–Nutrition in the Life Cycle; HP 402–Health Care Research and Statistics; HP 405–Technological Applications; HP 407–Health Promotion and Worksite Wellness Practicum; HP 408–HIV/AIDS: Biological, Medical, Psychosocial, and Legal Perspectives; NUTR 415–Dietary Supplements and Herb Use; GERO 423–Clinical Problems of Older Adults; GERO 425–Health Facilities Administration; HP 431–Health Information and Quality Improvement Management; HP 435–Eastern Medicine; NUTR 465–Community Nutrition; HP 478–School and Community Health Education Methods; HP 480–Internship in Health Services; HP 484–Environmental Health; HP 485–Epidemiology; HP 486–Public Health Administration; HP 490–Special Topics; HP 492–Transcultural Health Care in the Global

Community; HP 497–Ethical and Legal Issues in the Management of Health Services; PHIL 363–Biomedical Ethics; PSY 322–Abnormal Psychology; SOC 341–Sociology of Medicine; SOC 343–Death and Dying.

Many courses required for the degree are available on the Internet and by other distance education modalities.

Students who have earned a certificate or degree in a health care program of study may request that previously earned credit courses be evaluated for credits to meet the course requirements for Group II courses. Credit for additional courses from Group I may be approved by the program director or the dean upon application accompanied by supporting documents.

Students who have attended health professions education programs which did not provide college credit may be granted professional training and clinical experience credit toward the bachelor's degree on the basis of the completion of a health professions program and work experience. Each candidate will be counseled and evaluated individually for the conferring of credit hours. Factors which will be considered are completed course work and work experience.

#### Guidelines for conferring credit:

- |   |          |
|---|----------|
| 1. Completion of one-year program           | 15 hours |
| 2. Completion of two or more years program  | 30 hours |
| 3. Verified work experience 1 year or more  | 3 hours  |
| 4. Verified work experience 2 years or more | 6 hours  |

Verified work experience is based upon 2,080 hours per year. A maximum of six semester credit hours will be granted for work experience.

Electives: Students majoring in health services are encouraged to enroll in ACCT 201 and 202, BIOL 121 and 122, CIS 151, CIS 261, CHEM 107, ECON 175, PHIL 363, PSY 201, and SOC 121.

## Sample Health Services Curriculum

### First Year

Fall Semester		
ENG 101	Rhetoric and Composition I	3
SPCH 101	*Intro to Speech	3
PSY 201	*Intro to Psychology	3
HP 115	Medical Terminology	2
ART	*Art core curriculum selection	3
PED	*Physical Education activity selection	<u>1</u>
		15

Spring Semester		
ENG 201	*Rhetoric and Composition II	3
CIS 151	Computer Applications in Business	3
SOC 121	*Intro to Sociology	3
MATH 111	*College Algebra	4
HP 211	The Health Care Delivery System	<u>3</u>
		16

### Second Year

Fall Semester		
HUM	*Western Culture Selection	3
BIOL 121	Anatomy and Physiology I	3
HIST	*History of United States selection	3
CIS 261	Advanced Microcomputer Applications	3
GERO 315	Gerontology	<u>3</u>
		15

Spring Semester		
HUM	*Western Culture selection	3
BIOL 122	*Anatomy and Physiology II	3
NUTR 376	Principles and Applications in Nutrition	3
HP 365	Alcohol and Drug Abuse	3
ECON 175	Fundamentals of Economics	<u>3</u>
		15

### Third Year

Fall Semester		
HP 411	Health Care Management	3
BIOL/CHEM	Science core curriculum selection	3
ACCT 201	Accounting Principles I	3
HP	Health Services/Minor Elective	3
HP	Health Services/Minor Elective	<u>3</u>
		15

Spring Semester		
HP 421	Financial Management in Health Care	3
HP 496	Marketing in Health Care Organizations	3
ACCT 202	Accounting Principles II	3
HP	Health Services/Minor Elective	3
HP	Health Services/Minor Elective	<u>3</u>
		15

### Fourth Year

Fall Semester		
HP 480	Internship in Health Services	3
HP 435 or 492	*Global Communities Elective	3
PHIL 363	Biomedical Ethics	3
HP	Health Services/Minor Elective	3
HP	Health Services/Minor Elective	3
HP	Health Services Elective	<u>3</u>
		18

Spring Semester		
HP 498	Current Concepts in Health Professions	3
HP 478 or 402	Health Education or Statistics	3
HP	Health Services Elective	3
HP	Health Services Elective	3
HP	Health Services Elective	<u>3</u>
		15

\*University Core Curriculum Requirements (may substitute other equivalent courses).

### Minor - Health Services 26 Credit Hours

The minor in health services will enable students who have majors outside of the health care field to gain knowledge of the rapidly changing health care delivery system. The health services minor will broaden the student's knowledge of health care and their opportunities for employment in a health care setting or related area.

Group I Required Courses : 23 Semester Credit Hours:  
 HP 115 Medical Terminology; HP 211 The Health Care Delivery System; HP 325 Pharmacology and Therapeutics; HP 365 Alcohol and Drug Abuse, A Health Perspective; HP 411 Health Care Systems Management; HP 421 Financial Management in Healthcare; HP 497 Ethical and Legal Issues in the Management of Health Services and GERO 315 Health Care Aspects of Gerontology.

Group II Elective Courses: 3 hours:  
 Select one course from the following courses:  
 HP 235, HP 305, HP 314, HP 335, HP 355, HP 384, HP 385, HP 402, HP 405, HP 408, HP 431, HP 435, HP 478, HP 492, HP 496, HP 498, GERO 317, GERO 425, NUTR 376, NUTR 378, PHIL 363 PSY 322, SOC 341, or SOC 343.

### Minor - Gerontology 21 Credit Hours

The minor in Gerontology will enable students to gain information and knowledge about issues related to older adults and their care. The aging population is projected to increase significantly and will impact all aspects of society, particularly the health care industry.

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Courses for the minor include: HP 211–The Health Care Delivery System; GERO 315–Gerontology; GERO 316–Age Related Body Changes: Illness and Disease; GERO 317–The Long Term Care Continuum; GERO 318–Healthy Aging; GERO 423–Clinical Problems of Older Adults; GERO 425–Health Facilities Administration.

Minor – Nutrition  
18 Credit Hours

The minor in nutrition will allow students to gain a better understanding of nutrition and its role in achieving optimal health.

Courses for the minor include: one three or four hour biology or chemistry core curriculum course, NUTR 376–Principles and Applications in Nutrition; NUTR 378–Nutrition for Sport and Fitness; NUTR 396–Nutrition Throughout the Lifecycle; NUTR 415–Dietary Supplements and Herb Use in Nutrition; NUTR 465–Community Nutrition.

Minor – Public Health  
21 Credit Hours

Public health is concerned with disease prevention and community health promotion. Special attention is directed toward environment issues, epidemiology, and disease control. Employment opportunities exist at local, state, and federal government agencies and at not-for-profit health agencies such as the American Cancer Society.

Courses for the minor include: HP 211–The Health Care Delivery System; HP 384–Public Health; HP 385–Disease Control; HP 402–Health Care Research and Statistics; HP 484–Environmental Health; HP 485–Epidemiology; HP 486–Public Health Administration.

Certificate - Health Promotion/Worksite Wellness  
9 Credit Hours

HP 305–Health Promotion and Worksite Wellness I; HP 306–Health Promotion and Worksite Wellness II; HP 307–Health Promotion and worksite Wellness Practicum

Interested students should contact the Health Services Program Director.

## Bachelor of Science in Health Occupations Education

The health occupations education baccalaureate graduate will be eligible to teach in a specialized area of health occupation and in diversified health occupations education. Graduates also will be prepared for service in health care facilities, health organizations and agencies, and postsecondary education/training programs (community college, vocational-technical institutes, hospital-based programs affiliated with colleges or universities).

The philosophy underlying the curriculum is based on the following beliefs: (1) the health occupations specialist who accepts a leadership position that would require teaching skills should be qualified in those skills; (2) the health occupations teacher must be, first and foremost, a competent and experienced person who is qualified and credentialed in a specific health field; (3) credit for required occupation competency and experience would be granted and made applicable toward meeting the total credit requirements for the degree; (4) the health occupations teacher should be knowledgeable in the areas of psychosocial and interpersonal sciences. This program of study, therefore, has been designed to include the basic elements of general education, professional studies, and subject matter of importance to teaching.

The curriculum allows students to achieve the following objectives:

- Expand their knowledge beyond the associate degree or certificate level and remain within their chosen profession.
- Broaden their general education base.
- Update and advance their technical professional role as an allied health educator capable of planning, organizing, implementing, teaching, and evaluating health occupations education programs in their technical areas.

### Admission Requirements

1. All applicants must complete and submit an application form for the program (in addition to the application for admission.)
2. The applicant must have completed an accredited health occupations program.
3. The applicant must submit evidence of certification, registration, or licensure (current) in a health field by an appropriate professional organization.

- The applicant must submit evidence of the equivalent of a minimum of one year of full-time work experience in her/his health specialty area to be eligible for work experience credit.

#### Conditional Admission

Applicants who are eligible for, but have not yet taken licensure, certification, or registry examinations may be admitted conditionally.

#### Degree Requirements

A candidate for the bachelor of science in health occupations education must meet the following requirements:

- Student teaching or other internship must be supervised through the campus. Applicants must comply with the requirements for admission to the teacher education program as listed by the Bower-Suhrheinrich School of Education and Human Services in the University bulletin.
- Complete the necessary professional education and all of the University Core Curriculum and subject matter courses. See requirements in bulletin.
- Obtain an average of 2.75 grade point average or better in all work taken at and in all professional education courses.
- Complete a minimum of 124 semester hours of academic credit.

#### Course Requirements

University Core Curriculum (50 semester hours)

The University Core Curriculum requirements for secondary teachers are the same as those listed in the University Core section of this bulletin.

#### Health Occupations Major

Candidates for this program must be licensed, certified, or registered in a recognized health occupation. Each candidate for the health occupations major will be counseled and evaluated individually for the 43-hour block of the 52-hour major. Factors that will be considered are years of work experience, formal educational training, recency of training, career objectives, specific health job title when entering the program, and technical and general education experiences.

The range of credit for candidates from health vocations that are two-year certification programs will vary from 30-36 hours. The 30-hour minimum of credit was determined as being the amount of technical and professional credit earned on most two-year associate degree programs.

The range of credit for candidates from health vocations that are one-year certification programs will vary from 15-21 hours. The 15-hour minimum of credit was determined as being equal to one year or one-half of the technical and professional credit normally granted for most associate degree programs. Credit up to 21 hours or an additional six hours, may be given for other formal training or work experiences.

Hours from one of the following Program Patterns (A or B)=43:

A. Completion of one-year program	15-21
Directed Electives	22-28
B. Completion of a program lasting two or more years	30-36
Directed Electives	7- 13

All students must complete the following courses:

ASBE 381	Principles and Philosophy of Vocational Education	3 hours
ASBE 481	Organization and Coordination of Vocational Education	3 hours
HP 211	The Health Care Delivery System	3 hours
ASBE 498	*Introduction to Techniques of Coordinating Cooperative Education	2 hours

\*Course required only if student is seeking to coordinate health occupations activities in the public schools.

#### Professional Education Courses (17 Hours):

Required courses: EDUC 198, 2 hrs.; 202-3 hrs.; 214, 3 hrs.; 302-3 hrs.; 305, 3 hrs.; 493, 3 hrs.

#### Professional Semester: (15 Hours)

EDUC 448, 3 hours; Supervised Teaching 473, 9 hrs., and EDUC 474, 3 hrs.

Students may elect to complete an approved internship in lieu of supervised teaching. However, they then will not be eligible for an Indiana teaching license.

#### Health Professions Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

115 Medical Terminology for the Health Professions (2) This course focuses on the study of the prefixes, suffixes, and root words commonly found in the field of medicine and health care. F, Sp, Su

211 The Health Care Delivery System (3) This course provides an overview of the health care delivery system from a historical, economical, legal/ethical, and political framework. F, Sp

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226 Biochemistry for the Health Professions (2) This course introduces the student to biochemistry emphasizing biological systems and the biochemical basis of metabolism. Prereq: CHEM 101 or equivalent.

235 Holistic Healing and Health Care (3) A course designed to study and compare eastern and traditional western healing and health care. Emphasis is on historical influences, science, research, and health reform as driving forces for a combined model of east-west healing and health care. Specific modalities will be studied with an emphasis on development and utilization of a self-care practice model. Implications for changes in institutions, delivery of care, and provider roles will also be analyzed.

305 Health Promotion and Worksite Wellness I (3) Provides the student with knowledge about health and wellness concepts and strategies to implement them in the workplace. Theoretical models will be the basis used to explore why individuals choose healthy or unhealthy behaviors and what motivates them to change their choices. Effective assessment techniques for the individual and organization will be presented. Utilization of the assessment data to develop an effective health promotion plan will be studied. F

306 Health Promotion and Worksite Wellness II (3) Provides the student with knowledge on the development of a health promotion plan for the worksite. Designing interventions to meet the needs of the workforce and the organization will be explored extensively. Examination of the evaluation process including methods, data gathering, data analysis, and outcome analysis. Prereq: HP 305. Sp

314 Audiology and Hearing Impairment (3) This course covers topics in basic audiology and hearing impairment. Information covered will be informative for professionals who come in contact with hearing impaired individuals. Approximately 5 of every 1000 babies are born with significant hearing loss. Hearing loss frequently accompanies other disabilities and is a normal development with the process of aging. Included topics to be studied are: types and causes of hearing loss, social and emotional factors related to hearing loss, helpful communication strategies to use with hearing impaired persons, different types of amplification and management of such, and other equipment and services available for those who are hearing impaired. F

325 Pharmacology and Therapeutics (3) An introduction to modern therapeutic drugs. Dosage forms, sources, prescriptions, and metabolism are covered first, then students study human physiological systems and the most important drugs used to affect these systems. Emergency and new drugs are included. Open to all health professions and biology students. Prereq: BIOL 121 or consent of instructor. F, Sp

335 Mechanisms of Pathophysiology (3) This course utilizes a systems approach to understand underlying mechanisms of the disease process and how these mechanisms relate to and cause overt signs and symptoms. The content emphasizes normal homeostasis controlling mechanisms and how pathophysiological mechanisms disturb homeostasis and cause dysfunction. . Prereq: BIOL 121 and CHEM 107 or consent of instructor. F, Sp

355 Human Sexuality: A Health Perspective (3) This course focuses on interdisciplinary approach to the study of individual and societal determinants in the expression of human sexuality in relationship to health. Changing social values, sexual behaviors, contraception, sexually-contacted diseases, and problems in sexual development in relationship to health are explored. F, Sp

365 Alcohol and Drug Abuse: A Health Perspective (3) This course focuses on an interdisciplinary approach to the study of alcohol and drug abuse from a health perspective. Etiological theories and the physiological and social consequences of alcoholism and drug abuse are studied. Current approaches to prevention, identification, and treatment of alcoholism and drug abuse are analyzed. F, Sp

384 Public Health (3) This course introduces the services and measures that are used to safeguard public health. Content included in the course is: history, development and organization of public health; an introduction to the scientific concepts and analytical tools used in public health; and overviews of the major areas of public health intervention. F

385 Disease Control (3) This course provides systematic coverage of the determinants of disease and control methods by major disease groupings, such as respiratory diseases, animal-associated diseases. Sp

402 Health Care Research & Statistics (3) The course provides students an introduction to research methodology, statistics and critique used in nursing and health professions. Topics will include basic research designs for qualitative and quantitative research. Organization and presentation of data, measures of central tendency and variability, hypothesis testing, correlation, regression, and sampling techniques will be studied. Students will use computer assisted instruction and application software in assignments using health care and epidemiologic data. Emphasis will be placed upon the interpretation and use of research findings in the nursing and health professions research literature. F, Sp

405 Technology Applications in Health Care (3) This course provides an overview of past, current, and future use of technology in health care and its impact. The use of computers and related technology in diagnosis, treatment, evaluation, documentation and reimbursement will be studied. Students will have an opportunity to review use of technology specific to their practice area. Prereq: CIS 151 recommended. Sp

407 Health Promotion and Worksite Wellness Practicum (3) This practicum provides the student with practical experience in needs assessment, individual and organizational assessment, program planning, implementation, evaluation, and problem solving of health promotion programs. The student will complete a program negotiated with the instructor and gain additional experience under the supervision of an experienced health promotion professional. . Prereq: HP 305 and HP 306. Su

408/508 HIV/AIDS: Biological, Medical, Psychosocial, and Legal Perspectives (3) This course provides a physiological and psychosocial base for health professionals and concerned others to provide care and support to children and adults with HIV disease. Theories and concepts relevant to the disease process and care giving will be examined. Societal issues related to HIV disease will be studied. Sp

411 Health Care Systems Management (3) This course includes an overview of management, administration, decision-making, and organization in health care institutions. Emphasis is placed upon managerial style and application of functions of management to situations in the health care environment. F, Sp

421 Financial Management In Health Care (3) An overview of financial systems will be presented. Selected health care financial management concepts including payment incentives, integrated systems, cost management, pricing and marketing, productivity monitoring, insurance coding, and quality improvement will be studied as they

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relate to various types of health care organizations. Selected computer applications to demonstrate budgeting, forecasting, data base integration and variance analysis will be used. . Prereq: ACCT 201 recommended. F, Sp

431 Health Information and Quality Improvement Management (3) An overview of health information management will be presented. The student will be assisted to learn that the delivery of health care services is a complex endeavor that depends extensively on information. Information is needed regarding the patient, the provider, the processes and outcomes in the delivery of care. Because health services are provided by many individuals, disciplines and specialists, the information related to these services must be integrated, coordinated and managed. Key systems for the management of such information will be studied. Sp

435/535 Eastern Medicine (3) A course designed to study Eastern medicine and its influence on complementary health care therapies. Emphasis is on historical, cultural, social, research and consumer interest influences on the evolving model of east-west healing and health care. Specific modalities will be studied with emphasis on utilization for self-care and their use in health care. Implications for changes in health care environments and health care provider roles will also be analyzed. F

453, 454, 455 Teaching Internship (6) These internship courses provide eight weeks of practice teaching. The student may choose an area of concentration from current program offerings with the consent of the program director. F, Sp, Su

478 School and Community Health Education Methods (3) This course focuses on education principles and procedures for health profession programs and community health teaching. Lesson plan formulation, course organization, teaching strategies, and test construction are studied. F

480 Internship in Health Services (1, 2, or 3) The internship provides junior or senior student health services majors, who meet the eligibility criteria, an opportunity to gain valuable insight and understanding of current topics in the health care environment while they assist the health care business reach its organizational goals. Interns will function as a valuable, but student member of a health care related management team. The experience will lead the student to a deeper appreciation of the nature of the health care field. Both leadership and team work opportunities will be sought, and the student intern will have a chance to think on their feet while participating in practical workplace situations. The University will work closely with the participating health care organization to customize an experience for the intern that meets the needs of the health care organization without compromising academic goals or the student's academic progress. Prereq: Consent of program director required. F, Sp, Su

484/584 Environmental Health (3) Introduces various environmental risks to health status, and the role of public health controls in safeguarding at risk populations. These areas include: food production, water purity, wastewater and solid waste handling, arthropod and pest control, air quality, and occupational and industrial hazards to health. F

485/585 Epidemiology (3) Introduces the principles and methods of epidemiology used to study health related issues in populations. Covers models of disease causation and the association of health risk factors. Includes common epidemiological measures, epidemiologic study designs, disease surveillance, and outbreak investigation. Applies epidemiological principles and methods to health service organizations and clinical settings by developing critical literature review and study design skills. Prereq: HP 402, or PSY 302, or consent of instructor. Sp

486 Public Health Administration (3) This course describes the setting for public health practice; the structure of public health policies and regulations; and the organizations responsible for public health services. Public health funding and the administration of public health services at the local, state, national and international levels are reviewed and analyzed. F, Sp

490 Special Topics In Health Professions (1, 2, or 3) This is an advanced course for majors in health professions. Special topics are considered. Prereq: Consent of instructor. F, Sp, Su

492 Transcultural Health Care in the Global Community (3) This multi-disciplinary course is designed for students interested in learning about transcultural populations of people and the relationship of culture to health and health care. Included in the course will be a visit to examine transcultural health in the global community. Services projects included during the visit will provide clinical and community education opportunities in a variety of sites and will promote interdisciplinary responses to health care issues in the cultural context of the community. F, Sp

496 Marketing in Health Care Organizations (3) The increasing complexity of the health care system dictates a need for an organized approach to marketing, and one that ties key market issues and needs to a definitive market position, quantifiable objectives, and finally to strategies and actions aimed at achieving the position and objectives. This course allows the student to learn such an organized approach to marketing. A marketing analysis, as a means to introduce the principles and concepts of marketing as applicable to health care, will be conducted. F, Sp

497 Ethical and Legal Issues in the Management of Health Services (3) This course provides the student an opportunity to examine and analyze common occurrences in the management of the health care system that are affected by laws, standards, and/or regulations; and which may call into question the ethical decisions leaders in health care organizations are frequently required to make. Particular emphasis will be placed on ethical business decisions. The role of ethics committees and Institutional Review Boards will be addressed as they relate to both clinical decisions and the administration of health care facilities. F, Sp

498 Current Concepts in the Health Professions (3) This course examines the issues important to the health care professional from a historical, economical, legal/ethical, political, and multicultural framework. Professionalism, negotiation, change agent, leadership, role theory, and role strategies are studied in relation to the health care professional. Topics will be selected based upon current trends in health care. F, Sp

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## Gerontology Course Descriptions

315 Health Care Aspects of Gerontology (3) This course focuses on aging and health. Major health problems are identified and treatment strategies are studied. The dimensions of aging are explored. Health care issues pertinent to the older adult are discussed. F

316 Age Related Body Changes: Illness and Disease (3) This course focuses on aging and health. Major health problems are identified and treatment strategies are studied. Prereq: BIOL 121, or consent of the instructor. Sp

317 The Long Term Care Continuum (3) This course examines the conceptual framework for creating an ideal integrated continuum of care, as well as information about the components for the continuum as they exist today. Students will examine the various residential options for seniors, and will analyze issues of cost, access and quality for each. Prereq: HP 315 or consent of instructor. F

318 Healthy Aging (3) This course emphasizes the relationship between aging and healthy lifestyle. Theories of aging and development will be reviewed. The student will learn about the role of nutrition and exercise in the older population. This knowledge will be applied by assessing an older adult's nutritional status and exercise heavier for the purpose of developing an individualized strategy for change. Sp

423 Clinical Problems of Older Adults (3) This course focuses on major clinical problems of older adults in society. Emphasis is on prevention, early recognition, and management of problems. Environmental, behavioral, physical and educational approaches are included. F

425 Health Facilities Administration (3) This course focuses on the purpose, organization, and management of long term care facilities and related organizations. The importance of long term care facilities in the continuum of care for the elderly or developmentally disabled is examined. The typical structure, by functional area, of such a facility is presented, and federal and state regulations by area are reviewed. Contemporary issues and current legislation/regulations impacting the long term care industry are analyzed. This course assists the student to prepare for successful completion of the federal and state examination leading to licensure as a Health Facilities Administrator. Sp

## Nutrition Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

376 Principles and Applications in Nutrition (3) Principles and applications in nutrition emphasizes the relationships among the nutrients and how homeostasis relationships are maintained in the healthy person. Likewise, imbalances and dietary counseling for their corrections will be emphasized. Special attention to nutrition for the developing human and lectures focusing on nutrition counseling will address the needs of the health professionals seeking concepts in applied nutrition. Prereq: MATH 108 and CHEM 107 recommended. F, Sp

378 Nutrition for Fitness and Sports (3) An overview of the relationship of basic nutrition and energetics to physical activity and body consumption. Examines popular myths and misconceptions associated with nutrition and performance. Prereq: MATH 108 recommended. F, Sp

396 Nutrition Throughout the Lifecycle (3) This course identifies and analyzes the special nutritional requirements for all ages of the life-cycle including pregnancy and lactation. The course will be of interest to health care professionals and individuals committed to understanding the role of nutrition in achieving optimal health.

415 Dietary Supplements and Herb Use in Nutrition (3) There is a lack of understanding and many myths related to the use of nutritional supplements and herbs. This course identifies and describes the use of nutritional supplements and herbs in illness and health. The course will provide a research base for better decision-making regarding the use of nutritional supplements and herbs.

465 Community Nutrition (3) Understanding of community based nutrition programs will provide an important referral knowledge base for health care professionals and other students. Student advocacy and political action skills will be enhanced through this course.

## Occupational Therapy

Occupational therapy is the therapeutic use of purposeful and meaningful occupations (goal-directed activities) to promote health and wellness and to evaluate and treat individuals who have a disease or disorder, impairment, activity limitation, or participation restriction that interferes with their ability to function independently in daily life roles. Occupational therapy intervention may include remediation or restoration of performance abilities that are limited due to impairment in biological, physiological, psychological, or neurological processes; adaptation of task, process, or the environment or the teaching of compensatory techniques to enhance performance; disability prevention methods and techniques that facilitate the development or safe application of performance skills; and health promotion strategies and practices that enhance performance abilities.

Occupational therapy direct services include, but are not limited to evaluating, developing, improving, sustaining, or restoring skills in activities of daily living (ADL), work or productive activities, including instrumental activities of daily living (IADL), and play and leisure activities; evaluating, developing, remediating, and restoring sensorimotor, cognitive, or psychosocial components of performance; designing, fabricating, applying, and training in the use of assistive technology or orthotic devices and training in the use of prosthetic devices; adapting environments and processes, including the application of ergonomic principles, to enhance performance and safety in daily life roles; applying physical agent modalities as an adjunct to or in preparation for

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engagement in occupations; evaluating and providing intervention in collaboration with the client, family, caregiver, or others; educating the client, family, caregiver, or others in carrying out appropriate non-skilled interventions; and consulting with groups, programs, organizations, or communities to provide population-based services. Occupational therapy indirect services such as research, management, and teaching at the university level are also available career options.

Occupational therapy practitioners (occupational therapists and occupational therapy assistants) deliver services in a variety of settings including hospitals and clinics, rehabilitation centers, public and private schools, universities and community colleges, business and industry, community facilities, home health agencies, nursing homes and residential centers, correctional facilities, mental health centers, and private practice.

In the United States, [University of North Carolina](#) is one of few universities offering fully accredited educational training programs for both types of occupational therapy practitioners: occupational therapists and occupational therapy assistants. At

[University of North Carolina](#) occupational therapy is divided into two programs, one for each type of training curriculum. Graduates of the Occupational Therapy Assistant Program, which offers the Associate of Science in Occupational Therapy Assisting, are eligible to complete the requirements to become occupational therapy assistants. Graduates of the Occupational Therapy Program, which offers the Bachelor of Science with an occupational therapy major, have been eligible to complete the requirements to become occupational therapists. The occupational therapy profession recently decided to move the minimum education entry-level of an occupational therapist from a baccalaureate to a postbaccalaureate degree. When this new entry-level is fully implemented, all future occupational therapists must earn a minimum of a master's degree in occupational therapy. Beginning with occupational therapy majors accepted into the baccalaureate degree curriculum in 2002 at [University of North Carolina](#), students will be admitted to the combined BS/MS degree curriculum (designed to provide the seamless articulation between the existing baccalaureate degree curriculum and master's degree in occupational therapy) as OTS-Entry students and will matriculate through both curricula.

### Bachelor of Science in Occupational Therapy

This four-year baccalaureate degree is divided into two components of two years each. The prospective occupational therapy student is a pre-occupational therapy student for the first two years of requisite coursework with emphasis on the physical and social sciences as well as University Core Curriculum requirements. In the winter of the first or second year of prerequisite courses, students begin the selection process for entry into the Occupational Therapy Program component which consists of 22 continuous months of occupational therapy coursework and a minimum of 27 40-hour weeks of clinical experience. Students declare the occupational therapy major after acceptance into the Occupational Therapy Program. To fulfill the baccalaureate degree minimum hour requirement, occupational therapy majors may elect to enroll for an independent study course. Students who are accepted into the Occupational Therapy Program may complete the Bachelor of Science in Occupational Therapy in eight semesters and two summers.

Occupational therapy majors are required to complete Level II fieldwork (OT 497 and OT 498) within 24 months following successful completion of the academic coursework component. Please note: Beginning with occupational therapy majors accepted into the baccalaureate degree curriculum in 2002, students will be admitted to the combined BS/MS degree curriculum as OTS-Entry students and will matriculate through both curricula. Please contact the program for further information.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is 301/652-2682. Graduates of this department will be eligible to sit for the *Certification Examination for the Occupational Therapist Registered*® administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will carry the title, Occupational Therapist, Registered (OTR). Most states require additional credentialing in order to practice; however, state credentials are usually based on the results of the NBCOT certification examination.



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## Admission Requirements

The prospective student must be accepted for admission to USI before completing a separate application to this program. For the most current admission information, please call the department at 812/465-1179, e-mail [otinfo@usi.edu](mailto:otinfo@usi.edu) or visit the Web site [health.usi.edu/acadprog/ot/index.htm](http://health.usi.edu/acadprog/ot/index.htm).

Student applicants also must show capability of fulfilling clinical practice requirements, eligibility for occupational therapy practitioner credentialing, and evidence of satisfactory health status. Please note: A felony conviction may affect a graduate's eligibility to sit for the NBCOT certification examination or attain state practice credentials; contact the program for further information.

### University Core Curriculum Requirements (50)

#### A1. Composition/Speech (9)

ENG 101 Rhetoric and Composition I (3)

ENG 201 Rhetoric and Composition II (3)

SPCH 101 Introduction to Speech (3)

#### A2. Mathematics (3-4)

##### B1. Ethics (3)

PHIL 201 Introduction to Ethics (3)

##### B2. The Arts (3)

##### B3. Health/Fitness (2)

OT 310 Applied Pathophysiology I (1: non-activity course)

##### C1. History (3)

##### C2. Individual Development/Social Behavior (6)

PSY 201 Introduction to Psychology (3)

SOC 121 Principles of Sociology (3)

##### C3. Science (8-9)

BIOL 121 Human Anatomy and Physiology I (3)

BIOL 122 Human Anatomy and Physiology II (3)

##### C4. Western Culture (6)

##### C5. Global Communities (3)

##### D. Synthesis (3)

OT 480 Occupational Therapy Research (3)

### Other Requisite Courses

OT 151 Orientation to Occupational Psychology (1)

PSY 261 Lifespan Developmental Psychology (3)

PSY 322 Abnormal Psychology (3)

Please note: Knowledge of medical terminology is crucial to the practice of occupational therapy. Students may opt either to take and pass the course, HP 115 Medical Terminology (2) or pass the competency-based medical terminology examination, offered by the Occupational Therapy Program, in the first week of each semester. Students entering occupational therapy courses are required to have certain computer skills. The course CIS 151 Computer Applications in Business (3), although not required, is highly recommended as a method of achieving the required computer competence.

### Occupational Therapy Courses: Summer I (6)

OT 310 Applied Pathophysiology I (3)

OT 315 Applied Movement Analysis (3)

### Occupational Therapy Courses: Fall Semester I (16)

OT 312 Applied Pathophysiology II (5)

OT 340 Occupational Performance (OP) Components I: Psychosocial Skills (5)

OT 320 Professional Communication (3)

OT 330 Media and Modalities I (3)

### Occupational Therapy Courses: Spring Semester I (16)

OT 341 OP Components II: Sensorimotor Skills (6)

OT 440 OP Areas I: ADL & Play/Leisure (4)

OT 380 Professional Evaluation (3)

OT 331 Media and Modalities II (3)

### Occupational Therapy Courses Summer II (4)

OT 497 Professional Fieldwork A (4)

### Occupational Therapy Courses: Fall Semester II (16)

OT 342 OP Components III: Cognitive Skills (3)

OT 441 OP Areas II: Work & Productive Activities (4)

OT 460 Professional Issues I (3)

OT 480 OT Research (3)

OT 470 OT Management (3)

### Occupational Therapy Courses: Spring Semester II (6)

OT 498 Professional Fieldwork B (4)

OT 461 Professional Issues II (2)

## Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study. The following courses have an OT prefix.

**151 Orientation to Occupational Therapy (1)** This course provides students with a general overview of occupational therapy history, philosophy, and practice. Students gain a beginning understanding of the value of occupation or purposeful activity in daily life, survey the role of occupational therapy with various populations and in a variety of settings; recognize national and state credentialing requirements, identify occupational therapy association functions at all levels, and recognize AOTA standards, ethics, and policies and their effects on occupational therapy practitioner conduct and patient treatment. F

**310 Applied Pathophysiology I (3)** This course begins with an introduction to occupational performance (areas, components, and contexts) and an integrated theoretical approach. The course proceeds with an overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries, and examines the effects of such conditions on functional performance throughout the lifespan as well as explores the effects of wellness on the individual, family, culture, and society. This course has been approved for the one-hour nonactivity requirement of Category B3. Health/Fitness of the University Core Curriculum. Su

**312 Applied Pathophysiology II (5)** Providing a focus in the areas of neurology and orthopedics, this course continues the exploration of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries. Emphasis is placed on developing an understanding of the potential effects of such conditions on anatomical structures, physiological processes and the functional performance of individuals

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throughout the lifespan, while exploring the effects of health promotion and disability prevention on the individual, family, culture, and society. Developing skills in investigating, formulating, and discussing significant clinical and functional factors of such conditions is emphasized. F

315 Applied Movement Analysis (3) This course emphasizes the observation, evaluation, description, and documentation of motion and movement patterns, as well as the structures of human anatomy that suggest what constitutes healthy movement patterns. While the primary focus is on functional and aberrant human movement patterns across the lifespan and within various contexts, students also examine the movement patterns of nonhuman objects. Students begin to develop skills in documentation, evaluation, and analysis, and in using diagnostic data in treatment planning to improve functional task performance. Su

320 Professional Communication (3) The emphasis of this course is the development of professional level skills in the areas of listening, speaking, reading, and writing. This course includes skills such as interviewing, group interaction, documentation to ensure accountability and reimbursement of services, critical reading of research and scholarly papers, public speaking, and participation in meetings. Additionally, students learn to utilize single system research design as a strategy to evaluate clinical change. F

330 Media and Modalities I (3) This course explores various activities and emphasizes detailed activity analysis of occupational performance, development and planning of activities to address delineated goals, grading and adapting of activities for therapeutic intervention, and evaluation of given activities for effectiveness in goal achievement. F

331 Media and Modalities II (3) This course provides a strong orthotics core as well as emphasizes the application of therapeutic intervention for the accomplishment of purposeful activities (occupation) including family/caregiver training, environmental adjustments, orthotics, prosthetics, assistive technology, physical agent modalities, and other technology. Sp

340 Occupational Performance Components I: Psychosocial Skills (5) This course emphasizes the identification of appropriate theoretical frameworks, the selection of purposeful activities that incorporate intervention principles, and the provision of therapeutic interventions to enhance the psychosocial occupational performance component. Psychosocial subcomponents include psychological skills (values, interests, self concept), social skills (role performance, social conduct, interpersonal skills, and self expression), and self-management abilities (coping skills, time management, and self control) related across the lifespan and performance contexts. Integrated into this course is a 40 clock-hour practicum experience that emphasizes the role of psychosocial components in all occupational therapy settings. F

341 Occupational Performance Components II: Sensorimotor Skills (6) This course emphasizes the identification and exploration of various sensorimotor theoretical frames of references, the selection and specification of purposeful activities that incorporate the concepts of a given frame of reference, and the practice and provision of therapeutic interventions in the sensorimotor occupational performance components. Sensorimotor components include sensory abilities (sensory awareness, sensory processing, and perceptual skills), neuromuscular abilities (reflexes, range of motion, muscle tone, strength, endurance, postural control, postural alignment, soft tissue integrity), and motor abilities (gross motor coordination, crossing the midline, laterality, bilateral integration, motor control, praxis, fine motor coordination/dex-

terity, visual-motor integration, and oral-motor control), and are related across the lifespan and performance contexts. A 40 clock-hour practicum, which emphasizes the role of sensorimotor components in all occupational therapy settings, is integrated into this course. Sp

342 Occupational Performance Components III: Cognitive Skills (3) This course emphasizes the identification of appropriate theoretical frameworks, the selection and specification of purposeful activities that incorporate intervention principles and the provision of therapeutic interventions for cognitive occupational performance components. Cognitive subcomponents (level of arousal, orientation, recognition, attention span, initiation of activity, termination of activity, memory, sequencing, categorization, concept formation, spatial operations, problem solving, learning, and generalization) are related across the lifespan and performance contents. F

350 Independent Study (1-12) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty approved supervised service delivery, research projects under the direction of faculty, or another faculty approved project. F, Sp, Su

380 Professional Evaluation (3) This course provides an overview of tests and measurement principles and emphasizes: 1) evaluation of the need for occupational therapy intervention; 2) the selection, administration, and interpretation of standardized and non-standardized tests and evaluations; 3) interpretation of evaluation in relation to occupational performance (areas, components, and contexts), treatment planning, therapeutic intervention, and age appropriate theoretical frameworks; 4) reevaluation for effect of occupational therapy intervention and need for continued and/or changed treatment; and 5) the appropriate use of the certified occupational therapy assistant in the screening and evaluation process. Sp

440 Occupational Performance Areas I: Activities of Daily Living and Play/Leisure (4) The emphases of this course are the meaning and dynamics of purposeful activity to enhance lifespan role functioning, particularly in activities of daily living (grooming, oral hygiene, bathing/showering, toilet hygiene, personal device care, dressing, feeding and eating, medication routine, health maintenance, socialization, functional communication, functional mobility, community mobility, emergency response, and sexual expression) and play or leisure activities (exploration and performance). Also emphasized are the interplay of performance components (sensorimotor psychosocial, and cognitive), the performance area of work and productive activities, and performance contexts (temporal aspects and environment). Sp

441 Occupational Performance Areas II Work and Leisure (4) The emphases of this course are the meaning and dynamics of purposeful activity to enhance lifespan role functioning, particularly in work and productive activities (home management, care of others, educational activities, and vocational activities). Also emphasized is the interplay of performance components (sensorimotor psychosocial, and cognitive), the performance area of activities of daily living and play/leisure, and performance contexts (temporal aspects and environment). F

450 Independent Study (1-12) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty approved supervised service delivery, research projects under the direction of faculty, or another faculty approved project. F, Sp, Su

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460 Professional Issues I (3) This course provides opportunities to understand the necessity of participating in the promotion of occupational therapy through interaction with other professionals, consumers, third party payers, and the public; to assume individual responsibility for planning professional development in order to maintain a level of practice consistent with accepted standards, and to understand environmental and policy issues which impact the provision of occupational therapy services. The course includes 40 clock hours of Advanced Role Practicum experience in which students are paired with academics, administrators, advanced practitioners, and researchers. F

461 Professional Issues II (2) This accelerated course, offered in the months of April and May after two professional fieldwork internships, provides a continuation of professional issue examination with a focus on the development of leadership abilities. The course emphasizes integration and synthesis of professional coursework with internship experiences. To simulate the timing necessary to integrate professional development into the work environment, certain assignments for this class are due during February and March even though students are completing Level II internship experiences during that time. Sp

470 Occupational Therapy Management (3) Principles of management such as planning, organizing, staffing, coordinating/directing, controlling, budgeting, marketing, and strategic planning are explored on a personal and professional level and applied to the delivery of occupational therapy services in a variety of service models including medical, community, and educational systems. There is an emphasis on the development of supervisory skills for occupational therapy students, certified occupational therapy assistants, and other personnel. F

480 Occupational Therapy Research (3) This course is designed to provide the student opportunities to synthesize the requisite foundation of liberal arts and sciences (including biology, psychology, sociology, English, communications, and ethics) with the professional sequence of occupational therapy coursework. Following an introduction that covers the philosophical underpinnings of inquiry, the importance of research, the two traditions of research including process stages and essential components, basic versus applied research, and rigor in research, students utilize discovery learning in six areas of inquiry: single system design research (with quantitative analysis), qualitative research, action research, focus group research, advanced quantitative research, and outcome evaluation. Students enter this course having conducted and presented two research studies (of which at least one utilized a single system design) at the occupational therapy program's end-of-the-semester conferences and completed one survey methods project in the past as well as having studies both descriptive statistics and nonparametric inferential statistics in previous occupational therapy courses. This course has been approved for Category D: Synthesis of the University Core Curriculum. F

497 Professional Fieldwork A (4) In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork A must vary from Fieldwork B to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services, (b) the setting with

regard to chronicity (long term versus short term), and (c) facility type (institutional versus community based). F, Sp, Su

498 Professional Fieldwork B (4) In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork B must vary from Fieldwork A to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services, (b) the setting with regard to chronicity (long term versus short term), and (c) facility type (institutional versus community based). F, Sp, Su

499 Professional Fieldwork C (2-4) This elective Level II fieldwork placement is designed for the student who wishes an opportunity to gain experience of at 6 or 12 weeks (full-time) in duration in a specialized area of practice. Fieldwork C must vary from Fieldworks A and B. F, Sp, Su

## Associate of Science in Occupational Therapy Assisting

The Occupational Therapy Assistant Program offers a 74 hour associate degree, which consists of a 25 hour foundation of liberal arts and sciences (50% of the University Core Curriculum) and 49 hours of occupational therapy assistant courses. Students may enroll full-time or part-time in occupational therapy assistant coursework. Students who select the full-time option take the 25 hour block of University Core Curriculum classes and then enroll in Occupational Therapy Assistant Program coursework to complete the 43 credit hour didactic component and the six credit hour clinical component. In addition to classroom and laboratory hours, this degree includes 18 40-hour weeks of integrated practicum experiences. Full-time students can complete the Associate of Science Degree in Occupational Therapy Assisting in five semesters and one summer. Part-time students may take occupational therapy assistant courses integrated with other required courses. Because of course sequencing, students enrolled on a part-time basis within the Occupational Therapy Assistant Program may require more than five semesters and one summer to complete all required coursework. Part-time students must work closely with an advisor to ensure proper course sequencing.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American

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Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is 301/652-2682. Graduates of this program will be eligible to sit for the *Certification Examination for the Certified Occupational Therapy Assistant*® administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will carry the title, Certified Occupational Therapy Assistant (COTA). Most states require additional credentialing in order to practice; however, state credentials are usually based on the results of the NBCOT certification examination.

### Admission Requirements

The prospective student must be accepted for admission to  $\text{A}^{\pm\pm\pm\text{E}}$  before completing a separate application to this department. Student applicants must also show capability of fulfilling clinical practice requirements, eligibility for occupational therapy practitioner credentialing, and evidence of satisfactory health status. Please note: A felony conviction may affect a graduate's eligibility to sit for the NBCOT certification examination or attain state practice credentials; contact the department for further information. For the most current admission information, call the department at 812/465-1140, email [otinfo@usi.edu](mailto:otinfo@usi.edu), or visit the Web site [health.usi.edu/acadprog/ota/index.htm](http://health.usi.edu/acadprog/ota/index.htm).

#### University Core Curriculum Requirements (25)

- A1. Composition/Speech (9)
  - ENG 101 Rhetoric and Composition I (3)
  - ENG 201 Rhetoric and Composition II (3)
  - SPCH 101 Introduction to Speech (3)
- B1. Ethics (3)
  - PHIL 201 Introduction to Ethics (3)
- B3. Health/Fitness (1 of 2)
  - PED Physical Education Activity Course (1)
- C2. Individual Development/Social Behavior (6)
  - PSY 201 Introduction to Psychology (3)
  - SOC 121 Principles of Sociology (3)
- C3. Science (6 of 8-9)
  - BIOL 121 Human Anatomy and Physiology I (3)
  - BIOL 122 Human Anatomy and Physiology II (3)

- Occupational Therapy Assistant Major Requirements (49)
- OT 151 Orientation to Occupational Therapy (1)
- OTA 213 Pathophysiology and Conditions I (3)
- OTA 214 Pathophysiology and Conditions II (3)
- OTA 221 Technical Communications (3)
- OTA 231 Therapeutic Media (3)
- OTA 241 Occupational Performance Components I (6)
- OTA 242 Occupational Performance Components II (5)
- OTA 297 Practicum Seminar A (2)
- OTA 298 Practicum Seminar B (2)
- OTA 343 Occupational Performance Areas I (5)
- OTA 344 Occupational Performance Areas II (4)
- OTA 362 Occupational Therapy Assistant Issues (3)
- OTA 372 Management for Occupational Therapy Assistants (3)
- OTA 397 Technical Fieldwork A (3)
- OTA 398 Technical Fieldwork B (3)

Knowledge of medical terminology is crucial to the practice of occupational therapy. Students may opt either to take and pass the course, HP 115: Medical Terminology, or pass the competency-based medical terminology examination, offered by the Occupational Therapy Assistant Program, in the first week of each semester.

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study. The following courses have an OTA prefix.

213 Pathophysiology and Conditions I (3) This course provides an overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries; and examines the effects of such conditions on functional performance throughout the lifespan as well as explores the effects of wellness on the individual, family, culture, and society. Prereq: BIOL 121. F

214 Pathophysiology and Conditions II (3) Providing a focus in the areas of neurology and orthopedics, this course continues the overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries by examining the effects of such conditions on functional performance throughout the lifespan and by exploring the effects of wellness on the individual, family, culture and society. Prereq: BIOL 121. Sp

221 Technical Communication (3) The emphasis of this course is the development of skills in the areas of listening, speaking, reading, and writing. These skills include interviewing; self, dyadic, and group interaction; documentation to ensure accountability and reimbursement of services; critical reading of research; public speaking; and participation in meetings. F

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231 Therapeutic Media (3) The first half of this course includes a multicultural perspective to emphasize the analysis of activities, the performance and teaching of selected tasks and activities, and the grading and adapting of purposeful activity for therapeutic intervention. The focus of the second half of the course is assistive technology including orthotics and prosthetics. F

241 Occupational Performance Components I (6) The first of four performance core courses, this class introduces the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on psychosocial skills. F

242 Occupational Performance Components II (5) The second of four performance core courses, this class continues the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on sensorimotor and cognitive skills. Sp

297 Practicum Seminar A (2) Along with a 40 clock hour Level I practicum experience, this first practicum course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. F, Sp, Su

298 Practicum Seminar B (2) Along with a 40 clock hour Level I practicum experience, this second practicum course provides students additional opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. F, Sp, Su

343 Occupational Performance Areas I (5) The third of four performance core courses, this class continues the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly activities of daily living and play or leisure. Prereq: OTA 241, 242. Sp

344 Occupational Performance Areas II (4) The last of four performance core courses, this class continues the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly work and productive activities. Prereq: OTA 241, 242. Su

350 Independent Study (1-12) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty approved supervised service delivery, research projects under the direction of faculty, or another faculty approved project. F, Sp, Su

362 Occupational Therapy Assistant Issues (3) This course will provide opportunities to recognize the necessity of participating in the promotion of occupational therapy through educating professionals, consumers, third party payers, and the public; to assume individual responsibility for planning future professional development to maintain a level of practice consistent with accepted standards; and to understand environmental and policy issues which impact the provision of occupational therapy services. Prereq: departmental consent. Su

372 Management for Occupational Therapy Assistants (3) General management principles such as planning, organizing, staffing, coordinating/directing, controlling, budgeting, marketing, strategic planning are applied to the management of activities service. There is an emphasis on the development of supervisory skills for occupational therapy students, certified occupational therapy assistants, and other personnel. Prereq: departmental consent. Su

397 Technical Fieldwork A (3) While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy coursework. Students will examine the interplay among occupational performance areas, components, and contexts; develop and expand a repertoire of occupational therapy treatment interventions; and employ clinical reasoning and reflective practice skills. Fieldwork A, a Level II internship of at least eight weeks (full-time) in duration, must vary from Fieldwork B to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long term versus short term), and in facility type (institutional versus community based). Prereq: 39 OTA hours. F, Sp, Su

398 Technical Fieldwork B (3) While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy coursework. Students will examine the interplay among occupational performance areas, components, and contexts, develop and expand a repertoire of occupational therapy treatment interventions, and employ clinical reasoning and reflective practice skills. Fieldwork B, a Level II internship of at least eight weeks (full-time) in duration, must vary from Fieldwork A to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long term versus short term), and in facility type (institutional versus community based). Prereq: 42 OTA hours (must include OTA 397). F, Sp, Su

## Radiologic Technology and Radiologic and Imaging Sciences

The radiologic technology and radiologic and imaging sciences programs have been developed to prepare radiographers, radiologic technologists and sonographers as highly qualified imaging specialists to function in the medical settings. The first year of study provides the prerequisite courses needed to enter the professional study program. Students enroll in radiologic technology courses in the second and third year that prepare them to function as entry-level radiographers and to enroll in fourth year specialized imaging courses. At the completion of the third year, the Associate of Science in Radiologic Technology degree is awarded and the graduates are eligible to sit for the national registry examination. During the fourth year the students enroll in either the magnetic resonance imaging and computed tomography specialty or the general sonography specialty. All

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fourth year imaging science courses are offered via the Internet with preceptored clinical practice. Registered radiographers who have graduated from another radiologic technology program are eligible to enroll in the advanced imaging specialty courses. Upon completion of the Bachelor of Science in Radiologic and Imaging Sciences specialty courses, the graduates are eligible to sit for the national registry examinations in sonography or magnetic resonance imaging and computed tomography.

#### Associate of Science in Radiologic Technology

The completion of the Associate of Science in Radiologic Technology Program prepares individuals to function effectively as entry-level radiographers. Radiographers are radiologic technologists who, under the direction of a physician, perform radiologic (x-ray) examinations of all parts of the human body. Radiographers also assist physicians in the performance of fluoroscopic and special radiographic procedures. Radiologic examinations are performed in a variety of settings including radiographic rooms, patient rooms, emergency rooms, surgery, and critical care units. The radiographer is responsible for operating the necessary equipment, preparing contrast materials as needed for the procedure, positioning the patient to produce the proper image, caring for the patient during the examination, and evaluating the quality of resulting radiographs. The radiographer must also complete appropriate records and handle finished images. Radiographers are employed by hospitals, medical centers, physicians' offices, clinics, and immediate care centers.

To obtain the knowledge and skills necessary for success in radiography, students must follow a prescribed sequence of academic and clinical courses. University Core Curriculum courses also are required for completion of degree requirements. University Core Curriculum and most radiologic technology (RADT) courses are taught on campus. Clinical courses are conducted at Deaconess Hospital, St. Mary's Medical Center, and Welborn Clinic in Evansville and Memorial Hospital and Health Care Center in Jasper with rotations to other medical facilities. Most courses are scheduled during the day. Some involve late afternoon and evening hours. To provide comprehensive clinical experiences, students are required to complete occasional weekend assignments and rotate on limited second and third shifts. These rotations occur during the second half of the program.

The Associate of Science in Radiologic Technology program involves 24 months of continuous full-time study during the student's second and third year program of study. To complete the program, students must pass ALL required University Core courses and receive at least a C in all RADT courses. University Core courses may be completed on a part-time basis prior to entering the program, or they can be transferred from other approved institutions. Students interested in completing core curriculum courses prior to entering the program or transferring credits should contact the program director.

An associate of science degree is awarded to students successfully completing the program in radiologic technology. The program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacket Drive, Suite 900, Chicago, IL 60606-2901, phone 312/704-5300, fax 312/ 704-5304 and e-mail address: JRCERT@aol.com.

Program graduates are eligible to apply for admission to the certifying examination administered by the American Registry of Radiologic Technologists (ARRT). Program graduates may also pursue a bachelor of science degree at the University in Radiologic and Imaging Sciences.

The Bachelor of Science in Radiologic and Imaging Sciences allows the majors to continue study in advance imaging areas including computed tomography and magnetic resonance imaging or sonography.

#### Admission Requirements

Applicants must be accepted for admission to the University before being admitted to the radiologic technology program. A separate application must be submitted for admission to the program. Program application forms may be obtained from the School of Nursing and Health Professions. The completed application form must be received by February 1 of the year the student wishes to enter. A copy of high school and any college or university transcripts must be included with the program application form. Applicants are encouraged to apply early and enroll in pre-radiology University Core Curriculum courses.

Preferred applicant qualifications include:

A postsecondary grade point average of 3.0 or above (4.0 scale).

A record of high school or postsecondary courses including algebra (beginning, intermediate, and advanced), geometry, chemistry, anatomy and physiology, physics, and computer science. Courses in English, speech, social and behavioral sciences, and humanities also are important. Students meeting academic requirements must be in good health, capable of fulfilling clinical practice requirements, and eligible for radiologic technology certification. Students who do not meet these criteria may ask for reconsideration or reevaluation following successful completion of selected science and other faculty-specified courses required for the program.

All qualified applicants are interviewed by the Radiologic Technology Admissions Committee, which consists of the program director, program faculty, and clinical instructors from Deaconess Hospital, St. Mary's Medical Center, and Welborn Clinic in Evansville and Memorial Hospital and Health Care Center in Jasper. All interviews are confidential, private, and scheduled by appointment. The committee's decision is conveyed by letter within two weeks following the completion of interviews.

### Associate of Science in Radiologic Technology

#### First Year

Fall Semester		
ENG 101	Rhetoric and Composition I	3
MATH 111	College Algebra or	
MATH 108	Survey of Mathematics	4
CHEM 103	General Chemistry for Non-Majors or	
PHYS 101	Introduction to Physical Sciences	3
BIOL 121	Anatomy and Physiology I	3
HP 115	Medical Terminology	<u>2</u>
		15
Spring Semester		
ENG 201	Rhetoric and Composition II	3
SPCH 101	Introduction to Speech or	
SPCH 107	Interpersonal Communications	3
BIOL 122	Anatomy and Physiology II	3
SOC 121	Principles of Sociology	3
PSY 201	Introduction to Psychology	<u>3</u>
		15
Summer Semester		
*RADT 198	Clinical Applications of Radiology	2
*RADT 212	Patient Care Procedures I	<u>2</u>
		4

#### Second Year

Fall Semester		
ARTS	(Choose a B2 approved course)	3
*RADT 213	Radiographic Exposure	4
*RADT 215	Clinical I	2
*RADT 216	Radiographic Procedures I	4
*RADT 217	Patient Care Procedures II	<u>2</u>
		15

Spring Semester		
HUM I	(Choose one: HUM 211, HUM 221, HUM 231, HUM 241)	3
ETHICS	(Choose a B1 approved course)	3
PED 186	Wellness and Fitness Analysis	1
*RADT 218	Radiographic Procedures II	4
*RADT 221	Clinical II	2
*RADT 222	Advanced Imaging	<u>3</u>
		16
Summer Session		
*RADT 285	Clinical III	<u>4</u>
		4

#### Third Year

Fall Semester		
PED	(Choose one activity course)	1
HUM II	(Choose one: HUM 212, HUM 222, HUM 232, or HUM 242)	3
*RADT 225	Radiographic Physics and Radiobiology	4
*RADT 301	Sectional Anatomy	2
*RADT 325	Clinical IV	<u>3</u>
		13
Spring Semester		
*RADT 345	Radiographic Pathology	2
*RADT 365	Directed Study in Diagnostic Imaging	1
*RADT 375	Clinical V	3
*RADT 382	Radiographic Quality Control	<u>2</u>
		9
TOTAL HOURS		91

Designated courses in which students must earn a grade of C or better.

### Bachelor of Science in Radiologic and Imaging Sciences

This program prepares entering students and registered radiographers to function effectively in the advanced imaging specialties of medical sonography, magnetic resonance imaging, or computed tomography. This program is designed to allow the medical imaging professionals to advance their education and continue to work in the medical settings. Registered radiographers enroll in courses in either the fourth year sonography specialty or the computed tomography and magnetic imaging specialty. All the advanced imaging courses are offered as distance education courses. Upon completion of the specialty courses the radiologic and imaging sciences majors are eligible to sit for the national registry examination in their specialty areas and earn their bachelor's of science degree in radiologic and imaging sciences.

## Bachelor of Science in Radiologic and Imaging Sciences

### First Year

Fall Semester		
ENG 101	Rhetoric and Composition I	3
MATH 111	College Algebra	
	or	
MATH 108	Survey of Mathematics	4
SOC 121	Principles of Sociology	3
BIOL 121	Anatomy and Physiology I	3
HP 115	Medical Terminology	2
		15
Spring Semester		
ENG 201	Rhetoric and Composition II	3
SPCH 101	Introduction to Speech	
	or	
SPCH 107	Interpersonal Communications	3
BIOL 122	Anatomy and Physiology II	3
CHEM 103	General Chemistry for Non-Majors	
	or	
PHYS 101	Introduction to Physical Sciences	3
PED	(Choose an activity course)	1
PSY 201	Introduction to Psychology	2
		16
Summer Semester		
*RADT 198	Clinical Applications of Radiology	2
*RADT 212	Patient Care Procedures I	2
		4

### Second Year

Fall Semester		
ARTS	(Choose a B2 approved course)	3
*RADT 213	Radiographic Exposure	4
*RADT 215	Clinical I	2
*RADT 216	Radiographic Procedures I	4
*RADT 217	Patient Care Procedures II	2
		15
Spring Semester		
HUM I	(Choose one: HUM 211, HUM 221, HUM 231, HUM 241)	3
ETHICS	(Choose a B1 approved course)	3
*RADT 218	Radiographic Procedures II	4
*RADT 221	Clinical II	2
*RADT 222	Advanced Imaging	2
		15
Summer Session		
*RADT 285	Clinical III	4
		4

### Third Year

Fall Semester		
HUM II	(Choose one: HUM 212, HUM 222, HUM 232, or HUM 242)	3
*RADT 225	Radiographic Physics and Radiobiology	4
*RADT 301	Sectional Anatomy	2
*RADT 325	Clinical IV	2
		12
Spring Semester		
HIST	(Choose one from the University Core Curriculum)	3
GLOBAL COMMUNITIES	(Choose one from the University Core Curriculum)	3
*RADT 345	Radiographic Pathology	2
*RADT 365	Directed Study in Diagnostic Imaging	1
*RADT 375	Clinical V	3
*RADT 382	Radiographic Quality Control	2
		14

### Fourth Year

Students in the fourth year of study choose either the General Sonography Specialty or the Magnetic Resonance Imaging and Computed Tomography Specialty .

#### Fourth Year - General Sonography Specialty

Fall Semester		
PED 186	Wellness and Fitness Analysis	1
*RADT 401	Sonographic Physics and Instrumentation	4
*RADT 402	Sonographic Procedures I	4
*RADT 404	Clinical VII – Sonography	2
		12
Spring Semester		
*RADT 405	Sonographic Procedures II	4
*RADT 408	Clinical VIII– Sonography	3
*RADT 482	Imaging Sciences Seminar	
	or	
HP 498	Current Concepts in Health Professions	3
Elective	(Choose one: Any RADT 400 level course, HP 315, HP 402, HP 411, HP 478, PHYS 101)	2
		13
Summer Semester		
*RADT 485	Clinical IX – Sonography	3



## Fourth Year - Magnetic Resonance Imaging and Computed Tomography Specialty

Fall Semester		
PED 186	Wellness and Fitness Analysis	1
*RADT 411	CT/MRI Physics and Instrumentation	4
*RADT 413	MRI/CT Procedures I	4
*RADT 404	Clinical VII – CT/MRI	3
		12
Spring Semester		
*RADT 415	MRI/CT Procedures II	4
*RADT 416	Clinical VIII – CT/MRI	3
*RADT 482	Imaging Sciences Seminar	
	or	
HP 498	Current Concepts in Health Professions	3
Elective	(Choose one: Any RADT 400 Level Course, HP 315, HP 402, HP 411, HP 478, PHYS 101)	3
		13
Summer Semester		
*RADT 486	Clinical IX – CT/MRI	3
TOTAL HOURS		124

\*Designated courses in which students must earn a grade of C or better.

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

198 Clinical Application of Radiology (2) A 15-week orientation to the hospital. Introduction to radiographic/fluoroscopic rooms, film processing, radiology office and files, hospital nursing units and ancillary departments. General radiographic positioning terminology and chest positioning is included in the first five week of the class. (Summer I-Didactic classes, Summer II-16 clinical hours/week, and Summer III - 30 clinical hours/week) Su

212 Patient Care Procedures I (2) Provides the student with the concepts of basic nursing procedures in order to maintain patient care that is a continuous, smoothly integrated effort, with due regard to necessary diagnostic and therapeutic techniques. An introduction to the field of radiologic technology with reference to the duties and responsibilities of the radiographer, types of equipment used, image production, radiation protection, and personnel/organizational structure. Su

213 Radiographic Exposure (4) Studies the principles of radiographic image formation with respect to the variables that affect contrast, density, recorded detail, distortion, radiographic facilities, equipment, chemicals, film, radiographic processing, radiographic artifacts, silver recovery systems, x-ray tubes, tube rating, tube cooling charts, control of secondary radiation, and radiographic grids. F

215 Clinical I (2) Supervised clinical education allowing students to apply knowledge and essential skills of radiographic positioning and exposure, with emphasis on examinations of the chest and abdomen. Correlates with RADT 213, 216, and 217. (16 hours/week) F

216 Radiographic Procedures I (4) A detailed study of the anatomy and positioning methods required for radiographic examinations of the chest and abdomen; urinary, gastrointestinal and biliary systems; upper extremity and shoulder girdle; and lower extremity. One-and-a-half hours of lecture and one hour of lab activity each class day. F

217 Patient Care Procedures II (2) This course is a continuation of RADT 212. Topics include surgery; medical equipment; pharmacology for radiographers; emergency equipment; ostomy care; catheterization; critical care; enemas and venipuncture. F

218 Radiographic Procedures II (4) A detailed study of the anatomy and positioning methods required for radiographic examinations of the pelvis/hip, spines, ribs, sternum, sacrum, coccyx, SI joints, SC joints, cranium and facial bones. Two hours of lecture and one hour of lab activity each class day. Sp

221 Clinical II (2) A continuation of supervised clinical education. Emphasis on radiographic/fluoroscopic procedures and examinations of the extremities. Introduces special procedures and CT scanning. Correlates with RADT 218, and 222. (16 hours/week). Sp

222 Advanced Imaging (3) This course is an introduction to cardiovascular, neurological and other specialized radiographic procedures and imaging equipment including tomography, fluoroscopy, and digital imaging. Sp

225 Radiologic Physics and Radiobiology (4) This course studies the physical principles underlying radiologic technology, with special attention given to the equipment required to generate x-rays, the nature and behavior of x-radiation, the devices relevant to the practical applications of x-rays in diagnosis, and the biological effects of radiation at atomic, molecular, cellular, and systemic levels. In addition, short and long-term somatic and genetic effect, dose limits, and methods of radiation protection for the patient and the technologist are discussed. F

285 Clinical III (4) A twelve-week summer session permitting further development of radiographic/fluoroscopic procedures and clinical skills learned during the first year with continued emphasis on skeletal examinations and introduction to skull radiography. Introduction to second shift and weekends. (40 hours/week). Su

301 Sectional Anatomy (2) This course is a study of the regional and topographic anatomy of the various organ systems. The course includes basic cross-sectional anatomy where appropriate. Practical application of knowledge of anatomy will be related to radiographic examinations. F

325 Clinical IV (3) A continuation of supervised clinical education, this course continues to emphasis skeletal examinations and skull radiography. (24 hours/week) F

345 Radiographic Pathology (2) Studies the changes that occur with disease in the various systems of the body and the methods of examination and application to radiologic technology. Sp

365 Directed Study (1) This course emphasizes individualized study in the five major areas of diagnostic imaging which include radiation protection; radiographic equipment operation and maintenance; image production and evaluation; radiographic procedures; and patient care procedures. Sp

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375 Clinical V (3) Final mastery of all clinical competencies with an introduction to night shift and alternate clinical environments. (30 hours/week). Sp

382 Radiographic Quality Control (2) An introduction to the concepts of quality control and quality assurance in the radiology department. Includes the study of quality assurance tests for radiographic machines and film processors. Sp

401 Sonographic Physics and Instrumentation (4) This course provides students with a detailed study of sonographic physics and instrumentation information including ultrasound, transducers, beam focusing, detailed resolution, and imaging instruments. F

402 Sonographic Procedures I (4) This course provides the students with a detailed study of the normal sonographic procedures of the upper abdomen and gynecology procedures. The course includes the location, size, gross anatomy, physiology; sonographic appearance, sonographic application, and normal variants of the liver, biliary system, pancreas, urinary system, spleen, abdominal aorta, and portal venous system. F

404 Clinical VII – Sonography (3) This course provides the students with an introduction to the functions and basic procedures of a sonography department. It includes an overview of the field of sonography, ethics, patient care, and professional standards. Students will perform routine examinations of the upper abdomen under the direct supervision of a registered sonographer. F

405 Sonographic Procedures II (4) This course provides the students with a detailed study of gynecologic and obstetric sonography. The course includes the principle scanning techniques in obstetric and gynecologic ultrasound, endovaginal ultrasound, sonographic anatomy of the female pelvis, congenital anomalies of the female genital system, and diseases of the female pelvis. The abdominal procedures include scans of the female pelvis, developing fetus, placenta, umbilical cord, and postpartum uterus. Sp

408 Clinical VIII – Sonography (3) This course provides the students with the clinical application of scanning skills for the following routine examinations: extra cranial cerebrovascular system; first, second, and third trimester obstetrics; lower extremity vascular system; and fetal well being. All sonographic procedures will be performed under the direct supervision of a registered sonographer. Sp

411 CT/MRI Physics and Instrumentation (4) This course provides the students with a detailed study of the computed tomography and magnetic resonance imaging physics and instrumentation information. Course topics include principles of operation, system components, image characteristics, image resolution, image quality, scan design for spiral computed tomography, nuclear magnetism, precession of nuclei, Larmor frequencies, production of the nuclear magnetic resonance signal, nuclear magnetic resonance pulses, nuclear magnetic resonance decay, production of the magnetic resonance image, magnetic resonance imaging equipment, image quality, image contrast, paramagnetic contrast agents, safety and biological hazards. F

413 Magnetic Resonance Imaging and Computed Tomography Procedures I (4) This course provides the students with a detailed study of the magnetic resonance imaging computed tomography procedures of the head and spine. F

414 Clinical VII – CT/MRI (3) This course provides the students with an introduction to the functions and basic procedures of magnetic resonance imaging and computed tomography. This course includes an overview of the field of MRI/CT, ethics, patient care, professional standards, and the clinical application of imaging skills of the following examinations: routine examinations of the head, skull, neck, cervical spine, thoracic spine, and lumbar spine. All MRI/CT procedures will be performed under the direct supervision of a registered MRI/CT technologist. F

415 Magnetic Resonance Imaging and Computed Tomography Procedures II (4) This course provides the students with a detailed study of the magnetic resonance imaging physics and computed tomography procedures of the thorax, abdomen, urogenital system, pelvis, hip, and knee. Sp

416 Clinical VIII – CT/MRI (3) This course provides the students with the introduction to the functions of magnetic resonance imaging and computed tomography. The students will perform the following routine examinations: the thorax, abdomen, pelvis, and knee. All MRI/CT procedures will be performed under the direct supervision of a registered MRI/CT technologist. Sp

482 Imaging Sciences Seminar (3) This seminar course allows students to synthesize and integrate higher liberal arts and professional course work. Learning activities will include research, class presentations, and writing a research article on a selected topic. The student will participate in a group project to develop a quality management or patient education program for the advanced modalities in a radiology department. F, Sp, Su

485 Clinical IX – Sonography (3) This course will provide the students with knowledge, theory, and proficiency in performing the following sonographic examinations: the upper abdomen, male pelvis, female pelvis, obstetrics, and assessing fetal well-being procedures. The student will perform advanced scanning techniques in the clinical setting, including the special procedures suite and surgery. Su

486 Clinical IX – CT/MRI (3) This course provides the students with the knowledge, theory, and proficiency in performing the following MRI/CT examinations: skull, head, sinuses, neck, cervical spine, thoracic spine, lumbar spine, pelvis, hip, and knee. Su

## Respiratory Therapy

This program prepares individuals to function effectively as entry-level respiratory therapists. Respiratory therapists work in a rapidly changing, fast-paced medical environment and possess advanced knowledge for the care and treatment of patients with cardiopulmonary deficiencies and diseases. Respiratory therapy is a health profession whose practitioners function in the diagnosis, treatment, management, and preventive care of patients with medical disorders such as asthma, emphysema, pneumonia, pulmonary edema, croup, bronchitis, and newborn and adult respiratory distress. These professionals utilize their specialized knowledge, clinical expertise, and interpersonal skills to care directly for patients. The respiratory therapist is proficient in the therapeutic use

of medical gases, humidification, aerosols, artificial airways, mechanical ventilation, chest physiotherapy, and cardiopulmonary resuscitation.

To obtain required knowledge and skills needed for respiratory therapy, students must follow a prescribed sequence of academic and clinical courses. University Core Curriculum courses also are required for completion of degree requirements. All University Core Curriculum courses and most respiratory therapy (REST) courses are taught on campus. Clinical courses are conducted at various clinical sites including Deaconess Hospital, St. Mary's Medical Center, and Health South Tri-State Rehabilitation Hospital.

The program involves 24 months of continuous full-time study. To complete the program, students must pass all required University Core Curriculum courses, and maintain at least a C in all REST courses. University Core Curriculum courses may be completed on a part-time basis prior to entering the program, or they can be transferred from other approved institutions. Students interested in completing University Core Curriculum courses prior to entering the program or transferring credits should contact the program director.

An associate of science degree in respiratory therapy is awarded to students who successfully complete the program. Graduates are eligible to take the examinations (entry-level and registry) given by the National Board for Respiratory Care and become registered therapists (R.R.T.) upon successful completion of the credentialing process. Graduates may also pursue a bachelor of science degree at the University in health services. The program is approved by the Committee on Accreditation for Respiratory Care, 1248 Harwood Road, Bedford, TX 76021, phone 817/283-2835 and the Commission on Accreditation of Allied Health Education Programs, 515 North State Street, Suite 7530, Chicago, IL 60610, phone 312/ 464-5333.

#### Admission Requirements

Applicants must apply for admission to the University before being admitted to the respiratory therapy program. A separate application must be submitted for admission to the program. Application forms for the respiratory therapy program may be obtained from the School of Nursing and Health Professions or by calling 812/464-1702. The completed form must be submitted to the respiratory therapy program by April 1 of the year

the student wishes to enter. Due to limited enrollment in this program, applicants are encouraged to apply as soon as possible. A complete set of official high school and any college/university transcripts must be included with the program application form.

Admission criteria include the following:

1. Combined SAT score of 900 (or comparable ACT);
2. Graduation in upper third of high school class, with a grade point average of 2.5 or above (4.0 system);
3. Completed respiratory therapy application accompanied by an official high school transcript;
4. High school courses that include algebra, chemistry, physics, anatomy and physiology. Courses in advanced sciences, math, and computer sciences also are recommended.

Students meeting academic requirements also must be in good health, eligible for respiratory therapy certification, and capable of fulfilling clinical practice requirements. Students who do not meet the criteria may ask for reconsideration or reevaluation following successful completion of selected science and other specified courses required for the respiratory therapy program. Students currently enrolled in an accredited college or university must submit an official transcript of grades with the application.

All qualified applicants are interviewed by the Respiratory Therapy Admissions Committee. All interviews are confidential, private, and scheduled by appointment. Respiratory therapy program applicants are encouraged to participate in tours at the local hospitals to become familiar with the field. Tours can be arranged by contacting the program director prior to the April 1 deadline.

### Respiratory Therapy Curriculum First Year

Fall Semester		
BIOL 121	Human Anat & Phys I	3
CHEM 107	Chemistry-Nonmajors	4
REST 101	*Respiratory Therapy Procedures I	2
REST 103	*Respiratory Therapy Procedures III	2
REST 116	*Respiratory Care I	2
REST 291	*Clin Practice of REST 101 and REST 103	<u>2</u>
		15

Spring Semester		
BIOL 122	Human Anat & Phys II	3
HP 315	Pharmacology & Therapeutics	3
PSY 201	Intro to Psychology	3
REST 102	*Respiratory Therapy Procedures II	2
REST 104	*Respiratory Therapy Procedures IV	4
REST 122	*Resp Physiology II	1
REST 126	*Respiratory Care II	1
REST 292	*Clin Practice of REST 102 and REST 104	<u>1</u>
		18

Summer Session		
PHYS 101	Intro to Physical Sciences	3
ENG 101	Rhetoric & Composition I	3
REST 205	*Respiratory Therapy Procedures V	1
REST 206	*Respiratory Therapy Procedures VI	3
REST 293	*Clinical Practice of Resp Procedures	<u>1</u>
		11

## Second Year

Fall Semester		
MATH 108	Survey of Mathematics or	4
MATH 111	College Algebra	
NUTR 376	Principles/Appl in Nutrition	3
REST 214	*Pulmonary Disease I	3
REST 230	*Ethics & Administration	1
REST 294	*Clinical Practice I	<u>3</u>
		14

Spring Semester		
BIOL 272	Medical Microbiology	3
REST 222	*Resp Pathophys II	1
REST 224	*Pulmonary Disease II	1
REST 261	*Clinical Applic I	3
REST 262	*Clinical Applic II	2
REST 263	*Clinical Applic III	2
REST 295	*Clinical Pract II	<u>1</u>
		13

Summer Session		
REST 391	*Clinical Pract III	3

NOTE: REST 205, 206, 293, 391 are 10-week clinical courses beginning the second summer session.

\*Designates courses in which students must earn a grade of C or better.

## Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

**101 Respiratory Therapy Procedures I (2)** This course includes introductory topics pertinent to entering the respiratory care profession e.g. patient assessment, basic modes of care, specific medical terminology, and general patient care. F

**102 Respiratory Therapy Procedures II (2)** Emphasizes procedure, techniques, and equipment utilized in airway management and resuscitation. Correlates with REST 101. Sp

**103 Respiratory Therapy Procedures III (2)** Emphasizes procedure, techniques, and equipment utilized in humidification and aerosol therapy. Correlates with REST 101 and 102. F

**104 Respiratory Therapy Procedures IV (4)** Emphasizes procedures, techniques, and equipment utilized in ventilation assistance and control, volume ventilation, and long-term ventilation. Correlates with REST 101, 102, and 103. Sp

**116 Respiratory Care I (2)** Introduces the student to the scientific basis of respiratory care, including the study of the anatomy of the normal lung, gas exchange mechanisms, and interpretation and clinical application of arterial blood gases. F

**122 Respiratory Physiology II (1)** Provides the student with additional information regarding lung physiology. Sp

**126 Respiratory Care II (1)** Studies infectious diseases, the physiologic basis of mechanical ventilation, and introduces the student to physical diagnosis. Correlates with REST 116. Sp

**205 Respiratory Therapy Procedures V (1)** Examines and studies the procedures, techniques, and equipment utilized in the practice of lung physiotherapy, with emphasis on the mechanics of respiration, breathing exercises, and respiratory therapy care techniques. Involves clinical practice. Su

**206 Respiratory Therapy Procedures VI (3)** Studies, in theory and practice, the operation, handling, and maintenance of respiratory therapy equipment, including tests and maintenance of analyzers, humidifiers, masks, catheters, cannulae, inhalators, nebulizers, respirators, ventilators, and other specialized equipment and mechanical devices. Involves clinical practice. Su

**214 Pulmonary Diseases I (3)** Examines the etiology, pathophysiology, physical diagnosis, and respiratory care of pulmonary problems, with physician rounds, and examination of selected patients, and discussion of commonly related clinical problems. F

**222 Respiratory Pathophysiology II (1)** Further explores the structure and function of the diseased lung with physician rounds and discussion of respiratory disorders. Involves clinical practice. Sp

**224 Pulmonary Diseases II (1)** Further explores respiratory care of pulmonary problems, with weekly physician rounds continued. Correlates with REST 214. Involves clinical practice. Sp

**230 Ethics and Administration (1)** Presents the ethics adhered to by health professionals, describing the basic elements of organization and administration. Emphasis is on ethics pertinent to the ill person, with the examination of various hospital organizational structure and function as these relate to the respiratory therapist. F

**261 Clinical Applications of Respiratory Therapy I (3)** Examines the relationship between theoretical concepts from the physician's point of view to the clinical practice of the respiratory therapist, with emphasis on emergency care and treatment, blood gas analysis, arterial puncture, and endotracheal intubation. Sp

**262 Clinical Applications of Respiratory Therapy II (2)** Continuation of REST 261, with emphasis on neonatology and pediatric ventilation and intubation. Sp

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- 263 Clinical Applications of Respiratory Therapy III (2)  
Continuation of REST 261 and 262, with emphasis on general, thoracic, and neurosurgical conditions, and as well as spirometry and pulmonary function. Sp
- 291 Clinical Practice of Respiratory Therapy Procedures I and III  
(2) Practical study of the theory and practice of respiratory therapy and the treatment of respiratory diseases. Includes seminar discussions of client problems relevant to respiratory care. F
- 292 Clinical Practice of Respiratory Therapy Procedures II and IV  
(1) Continuation of REST 291. Sp
- 293 Clinical Practice of Respiratory Therapy Procedures V and VI  
(1) Continuation of REST 291. Su
- 294 Clinical Practice of Respiratory Therapy I (3) Provides experience in the clinical application of respiratory care in the critical care setting. Students also gain experience in other areas of the hospital including the OR, ER, and special care areas. F
- 295 Clinical Practice of Respiratory Therapy II (1) Continuation of REST 294. Sp
- 391 Clinical Practice of Respiratory Therapy III (3) Provides experience in clinical respiratory therapy patient care. Emphasizes the assessment and management of patients in critical care and rehabilitation. Su

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# ROBERT H. AND ELAINE H. POTT SCHOOL OF SCIENCE AND ENGINEERING TECHNOLOGY

Jerome R. Cain, Ph.D., *Dean*

Augustine J. Fredrich, M.S., *Associate Dean and Chair,*  
*Department of Engineering Technology*

Henri Maurice, Ph.D., *Chair, Department of Biology*

William Wilding, Ph.D., *Chair, Department of*  
*Mathematics*

Marie G. Hankins, Ph.D., *Chair, Department of*  
*Chemistry*

Paul K. Doss, Ph.D., *Chair, Department of Geology and*  
*Physics*

The Robert H. and Elaine H. Pott School of Science and Engineering Technology consists of five academic departments: biology, chemistry, engineering technology, geology and physics, and mathematics. Through its departments, the school offers coursework leading to baccalaureate degrees with majors in the following areas: biology, biophysics, chemistry, engineering technology (civil, electrical, and mechanical) geology, industrial supervision, and mathematics. The bachelor's degree programs in engineering technology are fully accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). All majors in school programs are assigned faculty advisors who assist with individual planning of each student's course of study and offer career counseling.

Students who aspire to professional careers requiring additional training beyond the bachelor's degree usually major in biology or chemistry though other majors are possible. Pre-professional curricula (which are not themselves majors) are available in the following areas:

Pre-Dentistry	Pre-Pharmacy
Pre-Forestry	Pre-Physical Therapy
Pre-Medical Technology	Pre-Physician Assistant
Pre-Medicine	Pre-Podiatry
Pre-Optometry	Pre-Veterinary
Pre-Osteopathy	

Minor programs are available in most areas listed as majors and in other science-related areas as well, as noted elsewhere in this bulletin.

Students seeking careers as science or mathematics teachers at the secondary level usually select the science teaching major offered by the school. This includes the

science/mathematics classes along with the professional education courses offered through the Bower-Suhrheinrich School of Education and Human Services. Specific teacher certification requirements are given elsewhere in this bulletin.

In addition to coursework for its majors and minors, the Pott School of Science and Engineering Technology offers many courses in science and mathematics that students in all majors take to fulfill requirements of the University Core Curriculum, as explained elsewhere.

In keeping with its philosophy that students learn science and engineering technology best by *doing* science and engineering technology, the School offers most of its courses (except mathematics courses) as laboratory-intensive experiences.

## Biology

The biology curriculum is based on the premise that a biologist, regardless of professional goals, must demonstrate a high degree of competence in several areas of biology. These areas include anatomy, developmental biology, molecular biology, ecology, evolution, genetics, microbiology, physiology, and taxonomy. In order to achieve maximum benefits from these areas, a thorough knowledge of chemistry, physics, and mathematics is imperative.

Whether a student plans to complete a liberal arts degree and enter graduate school, teach, attend a professional school, or otherwise pursue a career in biology, the same basic biology curriculum is followed. Science teaching majors also may have primary or supporting areas in biology or a minor in biology.

Curricula, which have proven to be highly successful, also are offered in pre-dentistry, pre-forestry, pre-medical technology, pre-medicine, pre-optometry, pre-osteopathy, pre-pharmacy, pre-physical therapy, pre-physician assistant, pre-podiatry, and pre-veterinary science. Students interested in these pre-professional curricula should contact the biology department chair for complete details.

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## Curricula

The biology program offers one general curriculum for the B.S. or the B.A. degree. Candidates for either degree must successfully complete the University requirements of a minimum of 124 semester hours of credit, including 50 hours of University Core Curriculum course work and the requirements of the biology department. The B.A. degree in biology is granted upon completion of 12 hours of a single foreign language, in addition to the requirements for the B.S. degree. A minor is not required for either the B.A. or B.S. degree in biology.

Major-Biology, B.S. or B.A.  
45 semester hours

Required courses: 141–Principles of Biology, 4 hrs.; 151–Botany, 3 hrs., 152–Zoology, 3 hrs., 215–Ecology, 3 hrs.; 333–Principles of Physiology, 4 hrs. or 336–Plant Physiology, 4 hrs.; 334–Cell Biology, 3 hrs.; 382–Genetics, 4 hrs.; 481–Organic Evolution, 3 hrs.

Elective courses: 18 hours selected from the offerings in biology as directed by advisor. Normally not more than 4 hours of 491 and 492 will apply toward the major.

Required prerequisites include MATH 115, 3 hrs., 118, 5 hrs., 241, 3 hrs., or 230, 4 hrs.; PHYS 175/205, 4/5 hrs., 176/206, 4/5 hrs.; CHEM 261, 4 hrs., 262, 4 hrs., and 353/354, 8 hrs.; or 241/321, 7 hrs.

Minor-Biology  
25 semester hours

Required courses: 141–Principles of Biology, 4 hrs., 151–Botany, 3 hrs., 152–Zoology, 3 hrs., 215–Ecology, 3 hrs.

Elective courses: 12 hours as directed by advisor selected from Biology courses numbered 200 and above.

Minor-Environmental Biology  
25 semester hours

Required courses: 141–Principles of Biology, 4 hrs., 151–Botany, 3 hrs.; 152–Zoology, 3 hrs., 215–Ecology, 3 hrs.

Elective courses: 12 hours as directed by advisor selected from the following: 305–Aquatic Biology, 4 hrs.; 251–Environmental Conservation, 3 hrs.; 341–Mycology, 4 hrs.; 361–Plant Anatomy and Taxonomy, 4 hrs.; 308–Vertebrate Biology, 4 hrs.; 321–Invertebrate Zoology, 4 hrs.; 451–General Ecology, 4 hrs.; GEOL 214–Meteorology, 3 hrs.; GEOL 233–Environmental Geology, 3 hrs.; GEOL 468–Oceanography, 3 hrs.;

CHEM 341–Environmental Chemistry, 3 hrs.; CHEM 421–Instrumental Methods of Analysis, 3 hrs.

## Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example, (3-1) indicates three credit hours lecture, one credit hour laboratory. (1 credit hour of lab usually equals 2 contact hours.)

105 Biology of Human Concern (3) General concepts in the life sciences, stressing those fundamental to life processes and of human concern. (2-1) F, Sp, Su

111 Ethnobotany (3) An examination of human uses of plants and the cultural/societal origins of usage. Plants for medicine and health, food, beverage, protection, aesthetics, and recreation will be discussed. Basic concepts in cell biology, genetics, plant taxonomy/identification, plant anatomy, and plant physiology typical of Introductory Biology for non-majors will be covered. Students also will become familiar with the scientific method. Students may take for credit either BIOL 111 or BIOL 112. Does not apply toward a major or minor in biology. No Prereq: (3-0) Sp

112 Ethnobotany with Lab (4) Examination of human uses of plants and the cultural/societal origins of usage. Plants for medicine and health, food, beverage, protection, aesthetics, and recreation will be discussed. Basic concepts in cell biology, genetics, plant taxonomy/identification, plant anatomy, and plant physiology typical of Introductory Biology for non-majors courses will be covered. Through the lab, students will gain experience that will reinforce concepts from lecture. Students will work through the scientific method and use some of the basic tools used in the study of science. Students may take for credit either BIOL 111 or BIOL 112. There will be opportunities for students to work through open-ended laboratory experiences. Does not apply toward a major or minor in biology. No Prereq: (3-1) Sp

121 Human Anatomy and Physiology I (3) An introduction to biological and chemical principles as they apply to the human body. Lectures and laboratory work will cover cellular anatomy and physiology, tissues, and the following systems: integumentary, skeletal, muscular, nervous, and endocrine. (2-1) Prereq: college chemistry strongly recommended or concurrent. F, Sp, Su

122 Human Anatomy and Physiology II (3) A continuation of BIOL 121 consisting of lectures and laboratory work concerning the following systems: respiratory, cardiovascular, lymphatic, digestive, excretory, and reproductive. (2-1) Prereq: BIOL 121 required. F, Sp, Su

141 Principles of Biology (4) An introductory survey of the fundamental characteristics and process of living organisms, including cell structure and function, energetics, genetics, development, evolution, and ecology. Laboratories include both didactic and investigative explorations of these processes. (3-1) F, Sp, Su

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151 Botany (3) F Fundamentals of plant structure and function are explored in the context of plant diversity and evolution. Consideration is given to variation in plant morphological and physiological strategies for life in a different environment. A course for majors and minors in biology. (2-1) Prereq: BIOL 141. F, Sp

152 Zoology (3) A survey of the adaptations and taxonomic relationships of the major animal phyla with emphasis on evolutionary trends. Primarily for majors and minors in biology. (2-1) Prereq: BIOL 141. F, Sp

208 Wildlife Biology (3) Basic principles of wildlife biology and their application to current problems. Techniques used in habitat evaluation, game and area mapping, taxonomy, population dynamics, and analysis. (2-1) F, alternate years.

215 Ecology (3) Introductory survey of the nature and importance of the interactions between organisms and their abiotic and biotic environments. Topics include energy flow, population dynamics, species interactions, community structure and development, and the use of statistics in ecological studies. (3-0) Prereqs: BIOL 151 and 152. F, Sp

221 Introduction to Entomology (3) Study of insects, their structure, taxonomy, development, ecology, economic importance, and their relation to other arthropods. (2.0-1.0) Prereq: BIOL 141. F

251 Environmental Conservation (3) This course is designed to introduce students to the basic scientific principles needed to understand the interdisciplinary and multinational (multicultural) nature of environmental issues and concerns. Through a series of lectures, discussions, and videotapes the student will be introduced to environmental issues from scientific viewpoints as well as political, economic, social, and philosophical realms. (3-0) F, Sp, Su

272 Medical Microbiology (3) The structure, physiology, and general characteristics of medically important microorganisms. Included will be a study of host defense mechanisms, infections of human systems, control of infection, and development of microbiological techniques. Primarily for students in nursing, dental hygiene, and respiratory therapy. (2-1) Prereqs: One college chemistry course and one college course in human anatomy and/or physiology. F, Sp

276 Nutrition (3) A study of the nutrients, their availability in foods, mechanisms of digestion, absorption and assimilation into body tissues. Also included will be a study of deficiency diseases and special conditions relating to nutrition and their treatment via diet therapy. One semester college chemistry recommended. (3-0) F, Sp, Su

282 Heredity and Society (3) Introduction of the principles of human heredity and to the nature and expression of genetic material. The medical and social implications of genetics are explored. Biology majors may not enroll. Prereqs: BIOL 105 and chemistry recommended. (3-0) F

285 Animal Behavior (3) Diversity of animal behaviors are explored in the contexts of physiology, genetics, ecology, and evolution. (3-0) Prereq: one college course in biology. Sp, alternate years.

305 Aquatic Biology (4) The dimensions of the physical, chemical, and biological factors of lakes, streams, and estuaries; including the study of benthos and vertebrates with emphasis on identification, classification, anatomy, physiology, and ecology. Indiana species will be emphasized but other important species will be included. Laboratory will be devoted to exploring techniques for evaluation of various aquatic parameters, and the identification of organisms. (3-1) Prereq: BIOL 151 and BIOL 152. Sp

308 Vertebrate Biology (4) Lecture, laboratory, and field work on vertebrates, including their identification, morphology, natural history, and evolution. (3-1) Prereq: BIOL 152 or consent of instructor. Sp

321 Invertebrate Zoology (4) Study of the natural history, classification, adaptations, life cycles, physiology, and anatomy of invertebrate animals. (3-1) Prereq: BIOL 152 or consent of instructor. On demand.

333 Animal Physiology (4) An in-depth study of functional processes with selected comparisons of physiological phenomena in plants and animals. Laboratory emphasis is on experimental design. (2-2) Prereqs: BIOL 152, CHEM 241 or 353 or concurrently, or consent of instructor. F, Sp

334 Cell Biology (3) An examination of the organization, functions, properties and processes of eukaryotic cells, with selected comparisons to prokaryotic cells. Topics include the structure, flow, and expression of genetic information; the cell cycle; cellular energetics; membrane structure and function including cell signaling and transport; cell compartments and molecular trafficking; and the cytoskeleton and extra cellular structures. (3-0) Prereqs: BIOL 141 and CHEM 241 or 353. F, Sp

335 Mechanisms of Pathophysiology (3) A systems approach will be utilized to understand underlying mechanisms of the disease process and how these mechanisms relate to, and cause overt signs and symptoms. The content will emphasize normal homeostatic controlling mechanisms, how pathophysiological mechanisms disturb homeostasis, and cause dysfunction. (3-0) Prereqs: One course in college physiology, BIOL 334, and one course in college chemistry or consent of instructor. Sp

336 Plant Physiology (4) The course probes the major questions of plant physiologic and biochemical function at the subcellular, cellular, tissue, and whole-plant levels of organization. Attention also is paid to the role of plant physiological response to the biotic and abiotic environment. Lecture areas include photobiology, carbon balance, transport processes, mineral nutrition and biochemical defense; laboratory investigations will combine classic demonstrations of plant physiological principles with modern and investigative studies. Prereq: BIOL 151. Co-requisite: Chemistry 241 or 353 or consent of instructor. Sp

341 Mycology (4) Comparative study of the major groups of fungi. Survey will include morphological, ecological, and taxonomic aspects of plant parasitic, mycorrhizal, human pathogenic, and saprophytic fungi. Laboratory work will include local field trips, Specimen identification, and experience in culturing various types of fungi. (2-2). Prereq: BIOL 151 or consent of instructor. F, alternate years.

342 Comparative Chordate Anatomy (4) Lecture and laboratory studies of the functional morphology of chordates, with emphasis on the concept of homology. (2-2) Prereq: BIOL 152. F

361 Plant Anatomy and Taxonomy (4) Studies on the variation within, and the relationships among selected orders and families of vascular plants represented in the Indiana flora. Microanatomy of plants will be emphasized. (2.5-1.5) Prereq: BIOL 151 F, alternate years.

371 Tropical Biology (3) An extensive course designed to acquaint the student with natural biological interactions in aquatic and terrestrial environments. The course consists of a period of field study in an area remote from the local campus. Orientation prior to and following course. Prereq: BIOL 151 and 152 or consent of instructor. S



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- 375 Microbiology (3) The structure, physiology, identification, and significance of bacteria including an introduction to related organisms and immunology. (3-0) Prereqs: BIOL 152, CHEM 241 or 353; and BIOL 376 concurrently. F
- 376 Laboratory in Microbiology (2) Principles and laboratory techniques used in the isolation, cultivation, and identification of bacteria. Techniques in virology and immunology will be introduced. Requisite: BIOL 375 concurrently. (0-2) F
- 378 Virology(3) A survey of the structural mechanisms of replication and pathogenic mechanisms of bacterial, plant, insect, and animal viruses. Prereq: BIOL 272 or 334 or consent of instructor. F
- 382 Genetics (4) The cellular and molecular basis of gene transmission, expression, interaction, mutation, mapping, and regulation. Includes laboratory investigations using molecular and classical techniques. (3-1) Prereqs: BIOL 334 and CHEM 241 or 353. BIOL 375 recommended. F, Sp
- 422 Immunology (3) An introduction to the concepts and applications of immunology. The course emphasizes the structure, function, regulation, and development of the immune system. Serology and immunopathology are included. (3-0) Prereqs: BIOL 334, 375 and 382 highly recommended or consent of instructor. Sp
- 423 Animal Parasitology (4) The taxonomy, anatomy, life cycles, and significance of animal parasites. (3-1) Prereq: BIOL 152. On demand.
- 431 General Endocrinology (3) The glands of internal secretion, including their structure, biochemistry, and physiology. (3-0) Prereqs: BIOL 333; CHEM 241 or 354 recommended. F
- 434 Macromolecules and Metabolism (3) Biological molecules, enzymology, intermediary metabolism, and regulation of biochemical processes from a functional context. The cellular and molecular basis of selected diseases and treatment are included. (3-0) Prereq: CHEM 241 or 354; BIOL 334 highly recommended. Sp
- 435 Molecular Biology Laboratory(2) A project-oriented laboratory course designed to provide experience in the preparation, fractionation, identification, and quantitation of biological material at the organelle and molecular level. (0-2) Prereq: BIOL 434 or consent of instructor. On demand.
- 436 Molecular Biology Techniques (4) A project-oriented laboratory course focusing on the manipulation and analysis of nucleic acids using molecular biology techniques. Techniques will include nucleic acid preparation, restriction mapping, subcloning, gene library construction and screening, colony and plaque hybridization, Southern and Northern blots, PCR DNA sequencing and analysis, and site-directed mutagenesis. (2-2) Prereqs: CHEM 354 or 241, BIOL 334, or consent of instructor. On demand.
- 442 Histology (4) In-depth studies dealing with microscopic structures of principal animal tissues. (2-2) Prereq: BIOL 152. F
- 451 General Ecology (4) Principles of interrelationships between organisms and their abiotic and biotic environment. Emphasis is given to energy use and flow, population interactions, and community structure. (3-1) Prereqs: BIOL 215, or consent of instructor. F, alternate years.
- 461 Developmental Biology (4) Study of the progressive changes that occur within cells, tissues, and organisms during their life span. Development will be studied from the molecular, biochemical, genetic, morphological, and physiological levels. Emphasis is placed on experimental approaches to gene expression and its role in programming development. (3-1) Prereq: BIOL 334, 382. Sp
- 465 Plant Growth and Development (4) An examination of plant growth and development. Factors that affect development of the plant will be studied. The role of growth regulators, the environment, and genetics in plant growth regulation will be emphasized. The laboratory will have a strong investigative component. (3-1) Prereq: BIOL 151 and 382. F, alternate years.
- 481 Organic Evolution (3) A discussion of the science of evolution and how evolutionary theory can explain the diversity of life on earth. Topics include evidence for macroevolution, the history of evolutionary thought, adaptation, population genetics, speciation, and human evolution. (3-0) Prereq: Biol 215; junior status in science or consent of instructor. F, Sp
- 482 Molecular Biology (3) Advanced topics in gene structure, expression, regulation, maintenance, and modification. Examples selected from eucaryotic, prokaryotic, and viral systems. Topics include the mapping, analysis, and manipulation of genes; the organization, analysis, and expression of genomes; and molecular genetic applications in forensics, agriculture, and medicine. (3-0) Prereq: BIOL 382 and CHEM 241 or 354, or consent of instructor. Sp, alternate years.
- 490 Undergraduate Teaching (1) A course designed to give practical experience to biology majors in teaching a laboratory class. Duties involve preparation and set-up prior to class, and answering student questions during the laboratory session. Design and administration of laboratory tests will be a component of preparation. Hours do not apply to the University Core Curriculum or the biology major. Prereq: consent of department chair. F, Sp, S
- 491 Special Topics in Biology (1-4) Course for biology majors in which special topics are considered in an individual or seminar format. consent of instructor required. F, Sp, S
- 492 Special Problems in Biology (1-3) Individual undergraduate research in an area of common interest to student and instructor. consent of instructor required. F, Sp, S
- 495 Senior Seminar in Biology (1) A seminar course in selected topics of current biological interest. Consent of instructor required. On demand.

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## Pre-Professional Areas

Pre-professional curricula are tailored to the student's previous background and experience. Specific information about these curricula can be obtained from the chair of the Department of Biology. Biology majors enrolled in these curricula are assigned advisors in the Department of Biology.

Pre-Dentistry	Pre-Pharmacy
Pre-Forestry	Pre-Physical Therapy
Pre-Medical Technology	Pre-Physician Assistant
Pre-Medicine	Pre-Podiatry
Pre-Optometry	Pre-Veterinary
Pre-Osteopathy	

### Medical Technology Curriculum

The medical technology curriculum consists of three years (approximately 100 hours) of pre-professional courses at the University plus, upon competitive acceptance, one year (12 months) of professional course work and clinical experience in an accredited medical technology program. Upon acceptance into and successful completion of the professional year, the University confers a baccalaureate degree and the student is eligible to take the national American Society of Clinical Pathology (ASCP) board exam. A student choosing not to apply to the professional program or who is not admitted to the program may complete a biology major for the baccalaureate degree. The University has an affiliation with Good Samaritan Hospital, Vincennes, Indiana, and Owensboro Mercy Health System, Owensboro, Kentucky.

Students who have completed a baccalaureate degree and pre-medical technology prereq can apply to any accredited medical technology program in the country. There are approximately five in Indiana.

Pre-Professional required courses: BIOL 141– Principles of BIOL, 4 hrs.; 151–Botany, 3 hrs.; 152–Zoology, 3 hrs.; 215– Ecology, 3 hrs.; 333–Principles in Physiology, 4 hrs.; 334–Cell Biology, 3 hrs.; 375–Microbiology, 3 hrs.; 376–Laboratory in Microbiology, 2 hrs.; 382–Genetics, 4 hrs.; 422–Immunology, 3 hrs.; 481–Organic Evolution, 3 hrs.; CHEM 261–General Chemistry I, 4 hrs.; 262–General Chemistry II, 4 hrs.; either 353–Organic Chemistry I, 4 hrs.; 354–Organic Chemistry II, 4 hrs.; or 241–Organic Biochemistry and 321–Quantitative Analysis I, 3 hrs.; Math 230 or 241, 3 or 4 hrs.; PHYS 175–General Physics I, 4 hrs.; 176–General Physics II, 4 hrs.; Psychology 201–General Psychology, 3 hrs.; plus

approximately 32 hours of accredited medical technology courses. Students must complete the University core curriculum requirements for graduation. Recommended courses: BIOL 335, 431, or 434, Computer Information Systems 151.

Elective courses: Sufficient courses to meet requirements for graduation.

## Chemistry

Chemistry serves not only the students who wish to prepare themselves for industrial work or graduate study in chemistry, but also those who wish to satisfy the science requirements in the University Core Curriculum for the baccalaureate degree; to meet pre-professional requirements in many fields such as medicine, dentistry, engineering, pharmacy, and nursing; or to fulfill the requirements in chemistry for certification as secondary school teachers in the state of Indiana. Professional and pre-professional programs are designed to develop a strong background in the basic areas of chemistry.

### Curricula

With the addition of 50 semester hours in the University Core Curriculum, the following curriculum comprises a four-year pattern. Students are encouraged to demonstrate a second-year foreign language competency.

### Major (Industrial-Graduate Study) ACS Approved Degree

47 semester hours

Required Courses: 118–Freshman Chemistry Seminar I, 0.5 hrs.; 119–Freshman Chemistry Seminar II, 0.5 hrs.; 218–Sophomore Chemistry Seminar I, 0.5 hrs.; 219–Sophomore Chemistry Seminar II, 0.5 hrs.; 261–General Chemistry I, 4 hrs.; 262–General Chemistry II and Qualitative Analysis, 4 hrs.; 318–Junior Chemistry Seminar I, 0.5 hrs.; 319–Junior Chemistry Seminar II, 0.5 hrs.; 321–Quantitative Analysis, 3 hrs.; 353–Organic Chemistry I, 4 hrs.; 354–Organic Chemistry II, 4 hrs.; 418–Senior Chemistry Seminar I, 0.5 hrs.; 419–Senior Chemistry Seminar II, 0.5 hrs.; 421–Instrumental Methods of Analysis I, 3 hrs.; 422–Instrumental Methods of Analysis II, 3 hrs.; 431–Biochemistry I, 4 hrs.; 441–Inorganic Chemistry, 4 hrs.; 461–Physical Chemistry I, 4 hrs.; 462–Physical Chemistry II, 4 hrs.; 499–Introduction to Research in Chemistry, 2 hrs.

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NOTE: Additional electives in chemistry are recommended. Each student will complete the requirements for the major by taking courses which will best benefit individual needs as determined by counsel with an advisor.

Other required courses include: MATH 230–4 hrs.; MATH 330– 4 hrs.; PHYS 205–5 hrs.; PHYS 206–5 hrs.; BIOL 141–4 hrs.; BIOL 334–3 hrs.

Major (Pre-Professional, Medical, Dental, Teaching, etc.) Non ACS Approved Degree  
42 semester hours

Required courses: 118–Freshman Chemistry Seminar I, 0.5 hrs.; 119–Freshman Chemistry Seminar II, 0.5 hrs.; 218–Sophomore Chemistry Seminar I, 0.5 hrs.; 219–Sophomore Chemistry Seminar II, 0.5 hrs.; 261–General Chemistry I, 4 hrs.; 262–General Chemistry I and Qualitative Analysis, 4 hrs.; 318–Junior Chemistry Seminar I, 0.5 hrs.; 319–Junior Chemistry Seminar II, 0.5 hrs.; 321–Quantitative Analysis, 3 hrs.; 353–Organic Chemistry I 4 hrs.; 354–Organic Chemistry II, 4 hrs.; 418–Senior Chemistry Seminar I, 0.5 hrs.; 419–Senior Chemistry Seminar II, 0.5 hrs.; 421–Instrumental Methods of Analysis I, 3 hrs.; 422–Instrumental Methods of Analysis II, 3 hrs.; 461–Physical Chemistry I, 4 hrs.; 499–Introduction to Research in Chemistry, 2 hrs.

One course from: 431–Biochemistry I, 4 hrs.; 441–Inorganic Chemistry, 4 hrs.; 462–Physical Chemistry II, 4 hrs.

One course from: 341–Environmental Chemistry, 3 hrs.; 351–Polymer Chemistry, 3 hrs.; 432–Biochemistry II, 4 hrs.; 453–Advanced Organic Chemistry, 3 hrs.

Other required courses include: MATH 230, 4 hrs.; MATH 330, 4 hrs.; PHYS 205, 5 hrs.; PHYS 206, 5 hrs.

Major (Environmental Emphasis) Non ACS Approved Degree  
41 semester hours

Required courses: 118–Freshman Chemistry Seminar I, 0.5 hrs.; 119–Freshman Chemistry Seminar II, 0.5 hrs.; 218–Sophomore Chemistry Seminar I, 0.5 hrs.; 219–Sophomore Chemistry Seminar II, 0.5 hrs.; 261–General Chemistry I, 4 hrs.; 262–General Chemistry II and Qualitative Analysis, 4 hrs.; 318–Junior Chemistry Seminar I, 0.5 hrs.; 319–Junior Chemistry

Seminar II, 0.5 hrs.; 321–Quantitative Analysis, 3 hrs.; 341–Environmental Chemistry, 3 hrs.; 353–Organic Chemistry I, 4 hrs.; 354–Organic Chemistry II, 4 hrs.; 418–Senior Chemistry Seminar I, 0.5 hrs.; 419–Senior Chemistry Seminar I, 0.5 hrs.; 419–Senior Chemistry Seminar II, 0.5 hrs.; 421–Instrumental Methods of Analysis I, 3 hrs.; 422–Instrumental Methods of Analysis II, 3 hrs.; 461–Physical Chemistry I, 4 hrs.; 499–Introduction to Research in Chemistry, 2 hrs.

One course from: 431–Biochemistry I, 4 hrs.; 441–Inorganic Chemistry, 4 hrs.; 462–Physical Chemistry II, 4 hrs.; 351–Polymer Chemistry, 3 hrs.; 453–Advanced Organic Chemistry, 3 hrs.

Other required courses may include: MATH 230, 4 hrs.; MATH 330, 4 hrs.; PHYS 205, 5 hrs.; PHYS 206, 5 hrs.; GEOL 161, 4 hrs.; GEOL 162, 4 hrs.; GEOL 341, 3 hrs.; and GEOL 481, 4 hrs.; BIOL 141, 3 hrs.; BIOL 151, 3 hrs.; BIOL 152, 3 hrs.; BIOL 215, 3 hrs.; and BIOL 251, 3 hrs.

Minor  
26 semester hours

Required courses: 261–General Chemistry I, 4 hrs.; 262–General Chemistry II and Qualitative Analysis, 4 hrs.; 353–Organic Chemistry I, 4 hrs.; 354–Organic Chemistry II, 4 hrs.; 321–Quantitative Analysis, 3 hrs.; 421–Instrumental Methods of Analysis I, 3 hrs.

Elective courses: Selected electives from chemistry offerings as directed by advisor to bring total hours to 26 hours.

#### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example, (3-1) indicates three credit hours lecture, one credit hour laboratory.

NOTE: Students may enroll in Chemistry 103 or 107, but not both, for University Core Curriculum credit in Science.

103 Molecules, Matter, and Me (3) This introductory chemistry class is designed to give knowledge and understanding of selected important facts and principles of chemistry. Topics such as nuclear energy, radiation, global warming, and ozone depletion are investigated. (3-0) F, Sp, Su

- 107 Elements in Everyday Chemistry (4) An introductory chemistry course that uses selected important facts and principles to explain interesting phenomena such as global warming, ozone depletion, nuclear energy, acid rain, etc. A laboratory experience enhances the understanding of chemistry. (3-1) F, Sp, Su
- 118/119 Freshman Chemistry Seminar I and II (1) This two-semester sequence is an introduction to chemical literature and career information. Students will conduct literature searches and prepare outlines, summaries, and reports on various topics. (0.5 hr) 118 F and (0.5 hr) 119 Sp
- 141 Principles of Chemistry (4) Selected principles and applications of inorganic, physical, organic, and biochemistry with laboratory experiments illustrating the principles covered. Prereq: working knowledge of algebra. (3-1) F, Sp, Su
- 175 Survey of Chemical Concepts (4) A broad introduction to chemical concepts selected to enhance the background of beginning science majors. Prereq: High school chemistry or consent of instructor. (3-1) F, Sp
- 218/219 Sophomore Chemistry Seminar I and II (1) This two-semester sequence is a continuation of CHEM 118/119. A more in-depth study of the chemical literature will be presented. Seminar speakers will provide expertise in a variety of chemical disciplines. Students will be responsible for minor presentations in addition to preparation of summaries and reports on various topics. Prereq: CHEM 119. (0.5 hr) 218 F and (0.5 hr) 219 Sp
- 241 Organic/Biochemistry Principles (4) The major emphasis is on introductory principles of organic and biochemistry. Prereqs: CHEM 261 and CHEM 262 or equivalent. (4-0) Sp
- 261 General Chemistry I (4) A systematic study of the essential nomenclature, hypotheses, theories, and laws of chemistry necessary for chemistry majors and minors. Some of the topics presented in the course include stoichiometry, atomic structure, thermochemistry, solutions, crystal structure, and gas laws. Prereq: MATH 111 or 118 or CHEM 175 or consent of instructor. (3-1) F, Sp, Su
- 262 General Chemistry II (4) A continuation of CHEM 261 with some laboratory work in qualitative analysis. Some of the topics presented include kinetics, equilibrium, ionic equilibrium, thermodynamics, electrochemistry, nuclear and organic chemistry. Prereq: CHEM 261 or equivalent. (3-1) F, Sp, Su
- 318/319 Junior Chemistry Seminar I and II (1) Students will use online data bases such as dialog and STN to research chemistry literature and patents in order to prepare scientific manuscripts, posters, and seminars. In addition students will attend seminars by outside professionals and write reports on presentations. Prereq: CHEM 219. (0.5) 318 F and (0.5 hr) 319 Sp
- 321 Quantitative Analysis (3) The principles and techniques of gravimetric, volumetric, spectrophotometric and electrochemical analysis are developed in lecture and laboratory. Prereqs: CHEM 262 or consent of instructor. (2-1) Sp, Su
- 341 Environmental Chemistry (3) A combination field, lecture, demonstration, and laboratory course to study the collection, analysis, and effects of chemicals in the environment. Prereq: CHEM 321 and CHEM 353, or consent of instructor. (2-1) F, odd number years.
- 351 Polymer Chemistry (3) A study of the physical chemistry of macromolecules, standard methods of polymer synthesis, chemical kinetics, and characterization and processing methods. Prereqs: CHEM 354 and CHEM 461 or consent of instructor. (2-1) Sp, odd numbered year.
- 353 Organic Chemistry I (4) A development of the fundamentals of aliphatic and aromatic organic chemistry with special emphasis on structure and mechanism. Structure, nomenclature and physical properties of all organic functional groups are included. Prereq: Chem 262. (3-1) F, Su
- 354 Organic Chemistry II (4) A continuation of CHEM 353 including alicyclic and aromatic compounds. Prereq: CHEM 353. (3-1) F, Sp
- 418/419 Senior Chemistry Seminar I and II (1) A continuation of CHEM 318/319. In addition, students will prepare resumes and applications and learn about selecting a graduate or professional schools and interviewing skills. Prereq: CHEM 319. (0.5 hr) 418 F and (0.5 hr) 419 Sp
- 421 Instrumental Methods of Analysis I (3) This course introduces students to the instruments and techniques currently used for chemical analysis. CHEM 421 emphasizes spectrophotometric methods and chromatographic methods of analysis. Laboratory work provides students with experience using the instrumental techniques described in this course. Prereqs: CHEM 321, 354, and PHYS 206. (2-1) F
- 422 Instrumental Methods of Analysis II (3) CHEM 422 is a continuation of Instrumental Methods of Analysis I with an emphasis on electronics, electrochemical analysis, mass spectrometry and advanced instrumental methods. Laboratory work provides students with experience using the instrumental techniques described in this course. Prereqs: CHEM 421. (2-1) Sp
- 431 Biochemistry I (4) Biochemistry of amino acids, proteins, nucleic acids, lipids, carbohydrates, and the actions of enzymes. Encompasses chemical properties and techniques involved in the study of these macromolecules and their monomeric units. Prereqs: CHEM 354. (3-1) F
- 432 Biochemistry II (4) Continuation of 431 including major metabolic pathways with emphasis on energy considerations and interrelationships of the pathways; inorganic metabolism, acid-base balance and hormones. Prereq: CHEM 431. (3-1) Sp
- 441 Inorganic Chemistry (4) Introduction to the chemistry of all the elements, developed from the principles governing atomic structure and bonding, with special emphasis on transition metal and organometallic chemistry. Prereq: CHEM 354 and 461. (3-1) Sp
- 453 Advanced Organic Chemistry (3) A advanced course in organic chemistry in which selected topics will be examined. Prereq: CHEM 354 (2-1). Sp, even years.
- 461 Physical Chemistry I (4) Introduction to kinetic molecular theory, chemical thermodynamics and kinetics. Students will explore the development of these theories from fundamental principles using multivariable calculus. Selected results from statistical mechanics will also be included. Laboratory work is designed to engage students in practical application of these theories and to expand their understanding of formal scientific communications. Prereqs: CHEM 321, MATH 330, and PHYS 206. MATH 335 is recommended but not required. (3-1) F

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462 Physical Chemistry II (4) Introduction to the theory of quantum mechanics including its applications to spectroscopy. As a continuation of 461 this course also will contain selected topics in thermodynamics and statistical mechanics. Students will explore the development of quantum mechanics from fundamental postulates using multivariable calculus. Laboratory work is designed to engage students in practical application of theoretical principles and to expand their understanding of formal scientific communication. Prereq: CHEM 461. MATH 335 is recommended but not required. (3-1) Sp

490 Undergraduate Teaching Experience in Chemistry (1-3) Course designed to provide students with practical exposure to and experience with the college teaching profession. Students will work closely with individual faculty to learn and experience first-hand the range of duties performed by college professors in chemistry. Students will assist faculty in activities such as laboratory instruction, exam preparation, grading, and development of course materials and exercises. Intended for academically-talented chemistry majors who aspire to careers in the professorate or high school teaching. Tuition waiver provided. F, Sp, S Prereq: Junior or senior standing plus consent of supervising instructor and department chair. This course does not satisfy any requirement in the core curriculum and will not be counted toward the chemistry major.

499 Research (1-2) May be repeated up to 8 hours. Original problems in experimental and theoretical chemistry. Prereq: consent of instructor and approval of department chair. F, Sp, S

## Geosciences (Geology, Geography)

Geology is the scientific study of the Earth. It is an applied science that seeks to understand how the Earth works, the changes that the Earth has undergone, and the potential changes in the Earth's future. Geologists are trained to investigate issues and problems of concern to society such as earthquakes, volcanoes, landslides, floods, water pollution, waste disposal, river and coastal erosion, and global climate change. Geologists also discover new mineral and energy resources. Geology majors share a love of adventure, travel, the outdoors, and an awareness and curiosity about our natural environment. This curiosity allows geologists to discover and validate new theories about the Earth such as how mountains and oceans form, how glaciers flow, and how life has changed during Earth's long history. The geology major at  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$  is designed to develop observational, reasoning, and analytical skills that the student can apply throughout life. A firm grounding in the fundamentals of geology is complemented with a strong component of field work so that real geological problems can be recognized, analyzed, and solved. Geology majors have assisted professors on research projects in Indiana, Montana, Oregon, and the Himalayas.

Geologists acquire not only an understanding of the geological sciences, but also a basic understanding of chemistry, physics, biology, mathematics, and computer science. Because of this training, geology majors are well

prepared for careers both directly and indirectly related to geology. Many geologists find careers with environmental or engineering firms. Other geologists work for oil and gas companies, state and federal geological surveys, NASA, the National Park Service, the U.S. Forest Service, oceanographic institutes, or local government planning agencies. Some of these options require a master's degree, and  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$  geology faculty encourage students to continue their education beyond the bachelor's degree. A geology major also prepares a student for careers outside of geology in areas such as environmental law, computer information systems, computer graphics, or even medical school.

Regardless of a student's major, a basic knowledge of geology is essential when making informed decisions regarding regulation, protection, and economic development of our natural environment. Therefore, the geology faculty encourage all students to take Physical Geology (GEOL 161). This is a four-credit lab course that satisfies part of the Core Curriculum requirement in science and serves as a "gateway" course to the geology major. In this course students will discover how earthquakes and volcanoes work and how land forms are made and destroyed. Many students have decided to major in geology after taking one of the introductory offerings. Other students have selected geology or geography as a minor to complement their existing major. Students are encouraged to take a geology class in their freshman or sophomore year because many students discover too late that geology is something they would have liked to pursue.

The geology faculty at  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$  are friendly and always will ing to help. Faculty expertise within the geology department includes environmental geology, Indiana geology, Himalayan Mountain building, tectonics, metamorphism, landform evolution, satellite imagery, climatic change, paleontology, and petroleum exploration.

## Requirements for Geology Major

41 credits in geology distributed as:  
31 credit hours of required geology courses  
10 credit hours of additional geology courses  
Plus 26-28 credits of supporting requirements as listed following:

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### Required Geology Courses

- GEOL 161 Physical Geology
- GEOL 162 Historical Geology
- GEOL 301 Mineralogy
- GEOL 302 Igneous and Metamorphic Petrology
- GEOL 315 Paleontology
- GEOL 316 Sedimentation and Stratigraphy
- GEOL 345 Structural Geology
- GEOL 481 Advanced Environmental Geology - Synthesis course

Nine additional credit hours of 300- or 400-level geology courses must be selected to reach the required total of 41 credit hours. A six to eight credit hour Summer Field Geology course completed at another school can be used to satisfy part of this requirement.

A maximum of four credit hours of GEOL 390 can be counted toward completion of the geology major.

### Supporting requirements for Geology major

- PHYS 175 or 205 Gen. or Inter. Physics I
- PHYS 176 or 206 Gen. or Inter. Physics II
- CHEM 261 General Chemistry I
- CHEM 262 General Chemistry II
- MATH 230 Calculus I

Six additional credit hours in science or math must be selected in consultation with an advisor to reach the required total of 26-28 credit hours in supporting requirements for the geology major.

Students also must complete the University required 124 credit hours, including the University Core Curriculum and a minimum of 39 credit hours of 300- or 400-level courses.

### REQUIREMENTS FOR A GEOLOGY MINOR (23 credit hours)

- GEOL 161 Physical Geology
- GEOL 162 Historical Geology
- GEOL 301 Mineralogy
- GEOL 316 Sedimentation and Stratigraphy

Seven additional credit hours of 300- or 400-level Geology courses must be selected to reach the required total of 23 credit hours.

### REQUIRED COURSE FOR GEOGRAPHY MINOR (25 credit hours)

- GEOG 112 Earth Systems
- GEOG 214 Meteorology
- GEOG 215 Climatology
- GEOG 330 World Geography
- GEOL 161 Physical Geology

GEOL 131 Geology, the Environment and Society  
Six additional credit hours of 300-400 level courses in anthropology, economics, history, or political science must be selected to reach the required total of 25 credit hours.

### GEOLOGY AND GEOGRAPHY COURSES THAT SATISFY UNIVERSITY CORE REQUIREMENTS

- GEOL 101 Prehistoric Life (C3)
- GEOL 115 Landscapes and Geology of North America (C3)
- GEOL 131 Geology, the Environment and Society (C3)
- GEOL 161 Physical Geology (C3)
- GEOL 162 Historical Geology (C3)
- GEOL 481 Advanced Environmental Geology (D)
- GEOG 112 Earth Systems (C3)
- GEOG 215 Climatology (C3)
- GEOG 330 World Geography (C5)

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example, (3-1) indicates three credit hours lecture, one credit hour laboratory. Courses labeled as UCC meet the requirements of the University Core Curriculum.

### Geography

112 Earth System Science (3) The study of the whole Earth as a system of many interacting parts. Includes the solar system, the Earth's internal systems and landforms, ocean, atmospheric and climatic systems, and global ecosystems. Applies the scientific method to the study of changes within and between these systems. No prereq. (3-0) UCC, Sp

214 Meteorology (3) Lecture and laboratory studies designed to give an understanding of the physical processes responsible for daily weather changes. Prereq: 3 hours of Geoscience or consent of instructor. (2-1) F

215 Climatology (3) Classification and distribution of the world's climates. Factors that control climate. Changing climates, and predictions for the future. Prereq: GEOG 112 or 214. (3-0) UCC, Sp

221 Economic Geography (3) A geographic study of production, transportation, and exchange. Emphasis is placed on the origin, distribution, use, and trade of natural resources. Open to freshmen with consent of instructor. (3-0), on demand.

330 World Geography (3) An interpretation of human activities in selected world regions. Designed to assist students in acquiring certain basic ideas and supporting facts about contemporary world geography. The course surveys the importance, geographical characteristics, and basic problems of the major regions of the world. (3-0) UCC, F

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## Geology

101 Prehistoric Life (3) Scientific study of the history of life on earth. Emphasis on higher vertebrate groups such as reptiles and mammals. Discussion of current theories of dinosaur habits and mass extinction. No Prereq: (3-0) UCC, F

115 Landscapes and Geology of North America (3) A study of the geography and geology of North American landscapes with special reference to the United States. Factors in landscape development, including climate, vegetation, erosion, glaciation, tectonics, and human influences are explored in the context of specific landform. No Prereq: (3-0) UCC, F

131 Geology, the Environment, and Society (3) An examination of the controls on human activity by geology, and, the impact of humans on natural geologic processes. This course is a survey of fundamental geologic processes and associated hazards (energy, minerals, water), and topics such as pollution and land-use planning. The course provides an opportunity to discuss, from a geologic perspective, the ramifications of and potential solutions to problems associated with Earth's resources. No Prereq: (3-0) UCC, Sp

161 Physical Geology (4) Lecture and laboratory studies of the materials, internal structure, and surface features of the Earth, and the processes which have shaped them. No Prereq: (3-1) UCC, F, Sp

162 Historical Geology (4) Lecture and laboratory studies of the evolution of the earth and its life forms. Techniques used to interpret Earth and life history. The concept of geologic time. Prereq: GEOL 161. (3-1) UCC, F, Sp

301 Mineralogy (4) Systematic lecture and laboratory study of minerals, including their chemical composition, atomic structure, physical properties, and conditions of formation. Laboratory emphasizes crystallography, optical properties, and hand specimen identification of common rock-forming and economic minerals. Prereqs: GEOL 161, CHEM 161 or consent of instructor. (3-1) F

302 Igneous and Metamorphic Petrology (4) Classification, composition, texture, and origin of igneous and metamorphic rocks. Hand specimen and thin section studies. Prereq: GEOL 301. (3-1) Sp

307 Geomorphology (4) Discussion of surface processes and land forms created by those processes. Emphasis is on the evolution of land forms and the interpretation of their origins. Major topics include tectonism, volcanism, weathering, fluvial processes, eolian processes, and glacial processes. Prereqs: GEOL 161 or GEOG 112. (3-1) F

315 Paleontology (4) Study of geologically important fossil groups, including macroscopic invertebrates, micro fossils, and trace fossils, emphasizing classification paleoecology and biostratigraphy. Laboratory stresses identification of fossils in hand specimen and under the microscope. Prereqs: GEOL 161, BIOL 152. (2-2) F

316 Sedimentation and Stratigraphy (4) Lecture and laboratory study of composition, texture, description lithologic classification, correlation, and paleoenvironmental interpretation of sediments and sedimentary rocks. Use of subsurface data including cores and geophysical well logs. Laboratory includes thin section and field studies. Prereq: GEOL 162. (3-1) Sp

341 Hydrology (3) Study of the hydrologic cycle with emphasis on precipitation analysis, determination of evaporation and infiltration quantities, and calculation of surface runoff. Includes unit hydrograph and flood analysis, streamflow routing, and statistical analysis of hydrologic events. Prereqs: MET 241 Fluid Mechanics or consent of instructor. This course is cross-listed as CET 341. (2-1) Sp

345 Structural Geology (4) Descriptive, kinematic, and dynamic analysis of geologic structures. Structural interpretation of geologic maps. Tectonic processes responsible for deformation of rocks. Structural provinces. Prereqs: GEOL 162, MATH 115. (3-1) Sp

351 Field Geology (4) Practice of important field techniques in geology field analysis of geologic materials and structures, and construction of geologic maps. Emphasis is on problem recognition, data gathering, and interpretive analysis. Prereq: GEOL 162. (3-1) F

390 Geological Field Excursion (1-3) The integrated application of geological knowledge to a specific field example. Approximately five weeks of literature investigation of a geological terrain will be followed by a field trip to the selected area. Excursions will vary in length from one weekend to week-long. The course is intended for Geology majors, and students will need to cover expenses. Prereq: GEOL 162 or concurrent registration and consent of instructor. A maximum of four credit hours of GEOL 390 may be counted toward completion of the Geology major. (X-0) F, Sp, S

411 Geology of Soils (4) Lecture and laboratory studies of the influence of weathering, erosion, landform, topography, climate, flora and fauna, parent material, ground water, and time has on soil development. Soil classification, profiles, composition, chemistry, fertility, and engineering properties and uses. Prereqs: GEOG 112 or GEOL 131, 161, any college chemistry course. Recommended: GEOL 307 or CET 281: (3-1) Sp

414 Petroleum Geology (3) Lecture and laboratory exercises concerning the nature and occurrence of oil and natural gas in the earth's crust. Laboratory exercises stress the practical application of lecture material in hydrocarbon exploration and economic evaluation. Prereqs: GEOL 161, 162. (2-1), on demand.

415 Coal Geology and Exploration (3) The geology of coal, including environments of deposition, coal petrology, and distribution. Techniques of coal exploration, drilling, geophysical logging, mapping, and economic analysis. Prereq: GEOL 161 and a course in computer programming. On demand.

421 Introduction to Geophysics (3) Survey of geophysical problems and techniques, including lecture, laboratory exercises, and literature studies. Prereqs: GEOL 161, MATH 230, PHYS 176 or 206. (2-1), on demand.

435 Strength of Materials (4) A study of stress-strain relationships, axially loaded members, torsion, shear and bending moment diagrams, pure stresses, deflection of beams, and connections. The laboratory will be used to test materials to determine physical and mechanical properties. Prereqs: TECH 141, MATH 230. This course is cross-listed as TECH 245. (3-1)

441 Hydrogeology (4) The behavior and properties of water in the geologic environment. Emphasis on subsurface water, including studies of flow patterns, chemistry, behavior in various geologic materials, and pollution problems. Prereqs: GEOL 161, CHEM 261, MATH 230 or consent of instructor. (3-1) F

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445 Plate Tectonic and Crustal Evolutions (3) The nature of continents and oceans, their current tectonic movements, and the record they provide of past tectonic movements. Includes methods to determine relative and absolute plate motion, historical account of plate tectonic theory, and application of plate tectonics to the origin and development of mountain belts. Prereq: GEOL 345 and consent of instructor. (3-0), on demand.

455 Global Quaternary Environmental and Geologic Change (3) This class seeks to describe and understand the changes in global and regional geologic systems and climate that occurred during the Quaternary by investigating the types of data available, the methods of data acquisition, dating techniques and methods, and the interpretations drawn from the acquired data. (3-0) Sp

465 Introduction to GIS (3) Survey of computer-based techniques in the storage, retrieval, analysis, and representation of Spatially distributed data. Emphasis is on application of GIS technology to problems such as geologic hazard mapping, surface runoff and erosion, contaminant transport, population density, and environmental impact assessment. Prereqs: GEOL 161 or GEOG 112, CS 161 or TECH 101, MATH 230. (2-1), on demand.

468 Oceanography (3) Circulation, water chemistry, ecological structure, and geological features of the oceans. Exploitation and conservation of ocean resources. Prereqs: GEOG 112 or GEOL 161, previous courses in chemistry and biology. (3-0), on demand.

475 Remote Sensing and Image Analysis (3) Elements of airborne and Space borne remote sensing systems, including aerial photography, radar, thermal, and multi Spectral. Emphasis on use of remotely sensed images for geological mapping, environmental monitoring, resource assessment, and land use. Prereqs: GEOG 112 or GEOL 161, PHYS 176 or 206. (2-1), on demand.

481 Advanced Environmental Geology (4) Selected topics dealing with environmental geology, Earth resources, and land use. The course is conducted as group discussions centered on current and classical literature followed by field experiences. Extensive individual investigation is required. Prereqs: GEOL 162 and consent of instructor. GEOL 441 is recommended. (3-1) UCC, Sp

490 Independent Research (1-4) Individual research problems in an area of common interest to student and instructor. May involve field and laboratory activities, as well as literature surveys. Final report required. Prereq: consent of instructor. F, Sp, Su

499 Seminar in Geology (1-3) Selected topics of current interest in the geologic community. Prereq: consent of instructor. F, Sp, Su

## Engineering Technology

All engineering technology degree programs include a solid foundation in mathematics, physics, chemistry, and communications upon which the technical education is built. To complement the student's area of technical specialization, the curricula contain offerings in technical writing, public speaking, social science, and the humanities. The industrial supervision program includes business and management courses to prepare graduates for supervisory positions.

In addition to full course offerings in the daytime, courses in the engineering technology curricula are regularly offered at night to accommodate students whose personal schedules limit their access to daytime course offerings. A cooperative education program also is available to students enrolled in engineering technology. The co-op experience is designed to assist the student in developing an understanding of human relationships and in learning to work with others as a member of an engineering team. Individual growth is enhanced by the realization that, in addition to demonstrating theoretical knowledge, one also is learning to become an integral part of the working community and developing an awareness of the interrelationship between the academic and professional worlds. On the job and at the University, the co-op student obtains first-hand knowledge of professional practices, expectancies, and opportunities. At the same time, the student is offered a realistic test of career interest and aptitude. Participation in this program enables the student to make a more intelligent selection of a position after graduation.

The engineering technology degree programs were developed using the guidelines for engineering technology established by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET). The Bachelor of Science degree programs in civil, electrical, and mechanical engineering technology are accredited by TAC/ABET.

All students seeking the Bachelor of Science degree must complete a senior project. The student must obtain his or her advisor's consent before registering for the senior project course. Credit for the course is granted only when the student has satisfied all project requirements, including requirements related to schedules for oral and written reports. Failure to comply with these project requirements usually will result in deferral of granting the degree for at least one semester.

In accord with the University's transfer credit policy (found in the undergraduate admission requirements and regulations section), the faculty of the engineering technology department examine on a case-by-case basis the transcripts of students transferring from other institutions. Failure to achieve a grade of C or better in a required engineering technology course at another institution will necessitate repeating the course.



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Petition for permission to waive any program requirement must be approved by the chair of the engineering technology department. After admission into any engineering technology degree program, required engineering technology courses may be taken at another institution for transfer of credit only when approved in advance by both the student's advisor and the department chair.

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

102 Principles of Problem Solving (3) 2 hours lecture, 2 hours lab. This course is intended to give each student problem-solving principles essential for academic success in technical courses. Topics include unit conversions, significant figures, word problems, functional relationships, graphical analysis, dimensional analysis, logic, statistical analysis, and documentation. Corequisite: MATH 100.

105 Computers in Engineering Problem Solving (3) 2 hours lecture, 2 hours lab. A study in the methodology of problem solving in the engineering discipline using commercially available application software, such as Microsoft Excel, and user written software in programming languages such as C++. Corequisite: MATH 111-College Algebra and MATH 112-Trigonometry.

110 Technology Orientation (1/2 hour) 1 hour lecture. Presentation and discussion of current professional engineering topics by faculty and guest lecturers. Field trips, workshops, and professional meetings of specific interest to engineering technology. Enrollment required for all full-time students seeking an engineering technology degree. No prereq.F

111 Technology Orientation (1/2 hour) 1 hour lecture. Continuation of TECH 110. No prereq. Sp

121 Engineering Modeling and Documentation (3) 2 hours lecture. 3 hours lab. Principles of engineering modeling and documentation in a computer environment. Specific topics to be covered include visualization, geometric modeling of objects in a computer-aided design environment, and application of documentation standards and engineering conventional representations. Emphasis is placed on freehand sketching as a means of communication and on the accurate generation of 3-dimensional computer models and documentation files. Prereq: TECH 102-Principles of Problem Solving or MATH 111-College Algebra.

225 Electrical & Electronic Documentation (1) 3 hours lab. Theory and practice of graphic layout and communication for the electrical and electronic industries. Emphasis on schematics, harness wiring, and printed circuit masters. Prereqs: TECH 121-Engineering Modeling and Documentation and EET 243-Electronic Circuits and Devices I.

241 Statics (3) 2 hours lecture. 2 hours lab. Fundamentals of engineering mechanics including forces acting on bodies at rest as they apply to coplanar and noncoplanar forces, concurrent and nonconcurrent forces with special emphasis on free body diagrams; friction; hydrostatic forces, centroids and moment of inertia. Prereq: MATH 230-Calculus I. Sp, Su

290 Co-op (1, 2, or 3) Approved investigation undertaken coincident with co-op assignment. Evaluation based on a formal report submitted by the student. Prereq: sophomore standing in engineering technology and consent of instructor.

311 Industrial Plant Environments (3) 2 hours lecture. 3 hours lab. A survey of the industrial plant environment. Topics will include plant layout, materials handling, safety, codes, labor relations, maintenance, and quality control. Field trips will be required. Prereq: MET 142 - Fluid Power.

321 Dynamics (3) 3 hours lecture. Relative motions, basic mechanism motion and analysis of displacements, velocities, accelerations, static and inertial forces, and balancing. Introduction of vibration. Prereqs: TECH 241 - Statics, and MATH 230 - Calculus I. F, Su

331 Quality Control Statistics (3) 3 hours lecture. Examination of frequency distributions and the characteristics of distributions. Study of the binomial distribution, Poisson distribution and normal distribution. Analysis of permutations, combinations, and probability. Application of tests for rejection of outliers, chi-square test, comparison of means and variances, F test, t test and correlation. Curve fitting using linear regression and discussion of multiple linear regression. Corequisite: MATH 115-Pre-Calculus Math. Sp

342 Mechanics for Electrical Engineering Technology (4) 4 hours lecture. This course includes coverage of statics in two and three dimensions, centroids, structures, forces in beams, friction, and moment of inertia, as well as kinematics and kinetics of particles, vibrations including mechanical systems as analogues to electrical circuits. Enrollment in this course is limited to electrical engineering technology students. Prereq: MATH 230-Calculus. Sp

345 Strength of Materials (4) 3 hours lecture. 3 hours lab. A study of stress-strain relationships, axially loaded members, torsion, shear and bending moment diagrams, pure stresses, deflection of beams, and connections. The laboratory will be used to test materials to determine physical and mechanical properties. Prereqs: TECH 241-Statics or TECH 342-Mechanics for Electrical Engineering Technology, and MATH 230-Calculus I. This course is cross-listed as GEOL 435. F, Su

361 Engineering Organization and Management (3) 3 hours lecture. An examination of the fundamental concepts of management in engineering organizations to direct students through planning, production, and systems evaluation in engineering processes. Study of organization concepts focuses on the role of engineering technologists in personnel, budgeting, and financial management decisions. Prereq: junior standing in engineering technology or consent of instructor.

425 Elements of Computer-Aided Design (3) 2 hours lecture. 3 hours lab. Theory of computer-aided design for engineering analysis and documentation. Practice in the use of two and three-dimensional computer modeling systems for component delineation and product design. Prereqs: TECH 121-Engineering Modeling and Documentation, TECH 105-Computers in Engineering Problem Solving, and consent of instructor.

431 Industrial Safety (3) 3 hours lecture. A study of Occupational Safety and Health Regulations, and their effect on industrial management and engineering. Accident investigation, liability, workmen's compensation, and hazard control will be studied with emphasis on safety management techniques and planning. No prereq.

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439 Special Problems in Engineering Technology (1, 2, or 3) An independent study course requiring the student to complete an assigned or self-generated project under the guidance of a faculty member. The project will require application of various analytical methods and/or the use of computer models or laboratory facilities. A written report is required upon completion of the project. Not repeatable for credit. Prereqs: ENG 210-Technical Writing, junior standing, and consent of advisor.

451 Economic Evaluation Techniques (3) 3 hours lecture. An introduction to analytical techniques used in evaluating capital investments, equipment replacements, production costs, and alternative investment and expenditure proposals for technological projects in the public and private sectors. Emphasizes study of present worth analysis, depreciation and depletion, replacement analysis, and benefit/cost and rate of return analysis. Prereqs: ECON 208 or 209 and junior standing or consent of instructor.

471 Senior Project (3, 4, 5, or 6) A course which provides an opportunity for synthesis of technical, professional, and general knowledge for engineering technology students. Problems provided by industrial sponsors are studied by individual students or small teams of students to develop solutions which incorporate consideration of engineering, economic, social, environmental, and ethical dimensions of the problems. Formal written and oral reports to faculty, industrial sponsors, and invited guests are required. Prereqs: Senior standing in engineering technology and consent of instructor.

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CIVIL ENGINEERING TECHNOLOGY

Baccalaureate Degree

As a civil engineering technologist, a graduate will be prepared for a professional career in industry, government, or consulting. A graduate could be employed as an engineering assistant, project engineer, construction project superintendent, surveyor, technical sales representative, inspector, product tester, or project coordinator. The State of Indiana currently permits graduates of accredited engineering technology programs to apply for registration as professional engineers, but some adjustments to the standard curriculum are necessary to meet the state registration requirements. Students interested in professional registration should consult with their advisors about this interest prior to completing the freshman year.

CIVIL ENGINEERING TECHNOLOGY  
BACCALAUREATE DEGREE

FIRST YEAR

First Semester			Second Semester		
TECH 110	Technology Orientation	1/2	TECH 111	Technology Orientation	1/2
TECH 121	Engineering Model. & Docum.	3	TECH 105	Comp. in Engr. Prob. Solv.	3
CET 101	Introduction to Civil Engr. Tech.	3	GEOL 161	Physical Geology	4
ENG 101	Rhet. & Composition I	3	ENG 201	Rhet. & Composition II	3
SPCH 101	Introduction to Speech	3	MATH 230	Calculus I	4
MATH 122	Analytic Geometry	<u>4</u>		University Core Elective	<u>3</u>
		16 1/2			17 1/2

SECOND YEAR

First Semester			Second Semester		
CET 221	Surveying	3	TECH 241	Statics	3
PHYS 175	General Physics I**	4	ENG 210	Technical Writing	3
MATH 330	Calculus II	4	PHYS 176	General Physics II	4
	University Core Electives	6	CHEM 261	General Chemistry I	4
		—		University Core Elective	<u>3</u>
		17			17

THIRD YEAR

First Semester			Second Semester		
CET 222	Route Surveying	3	CET 381	Elementary Soil Mechanics	3
CET 271	Construction Materials	2	CET 351	Structure I	3
CET 341	Hydrology	3	MET 345	Fluid Mechanics	3
TECH 345	Strength of Materials	4		Technical Elective	3
ECON 208 or 209		3		University Core Elective	3
PED 186		<u>1</u>		Physical Education Elective	<u>1</u>
		16			16

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FOURTH YEAR

First Semester			Second Semester		
CET 352	Structure II	3	CET 353	Structure III	3
CET 425	Construction Methods	3	CET 372	Introduction to Transportation	3
TECH 321	Dynamics	3	CET 421	Environmental Plan. & Design	3
TECH 451	Econ. Evaluation Tech.	3	TECH 331	Quality Control Statistics	3
Technical Elective***		3	TECH 471	Senior Project	3
University Core Elective		<u>3</u>	University Core Elective		<u>3</u>
		18			18
<i>Technical Electives</i>					
EET 385	Elect. Mach. & Dist. Systems***	3	TECH 361	Engineering Org. & Manag.	3
MET 221	Thermodynamics***	3	TECH 425	El. of Comp. Aided-Design	3
TECH 290	Co-op	1/2-3			

\*\*See advisor for information about the course substitutions required to obtain professional registration.

\*\*\*Must be chosen from two courses similarly marked below.

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## Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are invented as an aid to students planning their programs of study

101 Introduction to Civil Engineering Technology (3) 3 hours lecture. Examines the evolution of the civil engineering profession and the role of civil engineering technology in modern society. Overview of various types of public works projects and the concepts and principles of civil engineering technology for the planning, design, construction, operation, and maintenance of public works facilities. Includes a survey of legal principles and ethical issues relevant to the civil engineering technology field. No Prereq. F

221 Surveying (3) 2 hours lecture. 3 hours lab. Care and use of engineer's level, transit, electronic distance measuring equipment, and tapes; profile leveling and contours, traversing, stadia, closure, and area computations, reduction and plotting of field notes of topographic surveys. Prereq: Math 112 Trigonometry or Math 118 College Algebra and Trigonometry. F

222 Route Surveying (3) 2 hours lecture. 3 hours lab. Geometry of highway location; simple, circular, compound, reverse, vertical, and spiral curves; field problems; super-elevation, grading and earth movement; astronomical observations. Prereq: CET 221 - Surveying. F

271 Construction Materials (2) 1 hour lecture. 3 hours lab. A study of aggregates, concrete, wood, and asphaltic materials; includes concrete mix designs, slump, curing, testing, and characteristics; asphalt properties, mix design, and testing. Co-requisite: TECH 345 - Strength of Materials or consent of instructor. F

341 Hydrology (3) 2 hours lecture. 3 hours lab. Study of the hydrologic cycle with emphasis on surface water problems. Includes precipitation analysis, infiltration losses, unit hydrograph development, hydrograph calculation, streamflow routing, and hydrologic probabilities. Prereq: junior standing in engineering technology or consent of instructor. This course is cross-listed as GEOL 341.

351 Structure I (3) 2 hours lecture. 3 hours lab. Application of the principles of mechanics and current building codes in the design procedures of determinate structures for beams and columns, connections, and trusses. Design studies will include metals, timbers, and reinforced concrete principles using the latest specifications. Prereq: TECH 345 - Strength of Materials. Sp

352 Structure II (3) 2 hours lecture. 3 hours lab. Classification of structures, loads, reactions, shear and moment diagrams, trusses, framed structures, influence lines, moving loads, deflections, and analysis of statically indeterminate structures, including moment distribution. Prereq: CET 351 - Structure I or consent of instructor. F

353 Structure III (3) 2 hours lecture. 3 hours lab. A continuation of Structure I and a study of design procedures for indeterminate structures. Topics include structural design for combined axial load and bending, built-up beams, plate girders, composite design, retaining walls, and reinforced concrete foundations. Prereqs: CET 351 - Structure I and CET 352 - Structure II. Sp

372 Introduction to Transportation (3) 3 hours lecture. Highway, airport, and waterway planning, economy and finance; traffic engineering characteristics; properties of highway materials; location studies; design of vertical and horizontal alignment, drainage, intersections, and interchanges; rigid and flexible pavement designs. Prereqs: CET 271 - Construction Materials and CET 222 - Route Surveying.

381 Elementary Soil Mechanics (3) 2 hours lecture. 3 hours lab. Elementary concepts of geology; origin, composition, and classification of soils; fundamental soil properties; stresses and soil behavior; soils testing, including Atterberg limits, permeability, consolidation, and shear strength. Prereq: TECH 345 - Strength of Materials or consent of instructor.

421 Environmental Planning and Design (3) 2 hours lecture. 3 hours lab. An introduction to environmental considerations in the planning and design of civil engineering projects. The course provides an overview of environmental laws and policies and planning theories and concepts, and an introduction to technical, economic, social, and environmental evaluation techniques employed in the planning and design of highway, water supply, wastewater treatment, solid and hazardous waste disposal, and air pollution control projects. Prereq: junior standing in engineering technology or consent of instructor.

425 Construction Methods (3) 2 hours lecture. 3 hours lab. An introductory course examining factors relating to labor, equipment, and materials involved in construction. Course includes characteristics, capabilities, and operating costs of equipment; estimation of construction costs; field inspection practices and responsibilities. Additional subject matter covered will be earthwork and excavation, subsurface work, and highway pavement construction. Prereq: senior standing in engineering technology or consent of instructor.

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## ELECTRICAL ENGINEERING TECHNOLOGY

### Baccalaureate Degree

The program will prepare students for professional positions as engineering technologists in electrical and electronic manufacturing. The general areas of employment could cover automatic control systems, communications, computers, power generation, and instrumentation. An engineering technologist working in these areas could be a manufacturer's representative, or could be responsible for installation, design, maintenance, or production. The State of Indiana currently permits graduates of accredited engineering technology programs to apply for registration as professional engineers, but some adjustments to the standard curriculum are necessary to meet registration requirements. Students interested in professional registration should consult with their advisors about this interest prior to completing the freshman year.

### FIRST YEAR

First Semester		Second Semester		
SPCH 101	Introduction to Speech	3	EET 123 D.C. Circuits	4
TECH 121	Engineering Modeling & Docum.	3	TECH 111 Technology Orientation	1/2
TECH 105	Computers in Engr. Prob. Solv.	3	MATH 230 Calculus I	4
TECH 110	Technology Orientation	1/2	ENG 201 Rhet. & Composition II	3
MATH 122	Analytic Geometry	4	EET 151 Logic & Switching Circuits	3
ENG 101	Rhet. and Composition I	<u>3</u>	University Core Elective	<u>3</u>
		16 1/2		17 1/2

### SECOND YEAR

First Semester		Second Semester		
EET 223	A.C. Circuits	3	University Core Elective	3
EET 243	Electronic Circuits & Devices I	4	University Core Elective	3
PHYS 175	General Physics I**	4	EET 244 Electronic Circuits & Devices II	4
MATH 330	Calculus II	4	EET 291 Electrical Project	2
University Core Elective		3	TECH 225 Elect. & Electronic Docum.	1
		—	PHYS 176 General Physics II	<u>4</u>
		18		17

### THIRD YEAR

First Semester		Second Semester		
EET 355	Microcomputers	3	EET 321 Elect. Machines & Appl.	4
CHEM 261	General Chemistry	4	EET 341 Adv. Elect. Network Anal.	3
ENG 210	Technical Writing	3	TECH 342 Mechanics for EET	4
EET 387	Process Control Sys. & Instr.	3	EET 455 Microcomputer Applications	3
University Core Elective		3	University Core Elective	<u>3</u>
PED 186		<u>1</u>		17
		17		

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FOURTH YEAR

First Semester			Second Semester		
EET 421	Automatic Control Systems	3	EET 465	Electronic Communications	3
EET 423	Advanced Electronic Circuits	4	TECH 331	Quality Control Statistics	3
ECON 208	Microeconomics	3	TECH 471	Senior Project	3
TECH 345	Strength of Materials	4		Technical Elective	3
	Technical Elective	3		University Core Elective	3
		–		Physical Education Elective	<u>1</u>
		17			16

**Technical Electives**

MET 221	Thermodynamics		CS 161	Computer Sci. I Programming	
MET 272	Robotics		CS 162	Computer Sci. II-Int. Programming	
MET 345	Fluid Mechanics		TECH 425	El. of Computer-Aided Design	
MET 411	Materials		TECH 361	Engineering Org. & Management	
MATH 335	Calculus III		TECH 451	Economic Evaluation Techniques	
MATH 433	Differential Equations				

\*\*See advisor for information about coursework required to apply for state registration

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## Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

123 D.C. Circuits (4) 3 hours lecture. 3 hours lab. The first of a two-semester course sequence in basic electricity with emphasis on direct current analysis and electrical theorems. The laboratory work will include observations to substantiate the theory and gain experience in measurements. Co-requisite: MATH 122 - Analytic Geometry or equivalent, or instructor's permission. Sp

151 Logic and Switching Circuits (3) 2 hours lecture. 3 hours lab. This course is designed to study both combinational and sequential logic circuits as used in digital circuit design and microcomputer/microprocessor applications. The course discusses counters, shift registers, decoders, and the various types of logic gates presently available. Prereq: MATH 111 College Algebra or Math 118 College Algebra and Trigonometry. Sp

223 A.C. Circuits (3) 2 hours lecture. 3 hours lab. The second of a two-semester course sequence in basic electricity. Emphasis is on alternating current circuit analysis including single-phase and three-phase circuits. Transformers, resonance, and nonsinusoidal signals are covered. Prereq: EET 123 D. C. Circuits. F

243 Electronic Circuits and Devices I (4) 3 hours lecture. 3 hours lab. This course is the first in a series of two which provide the basic background to electronic devices. These devices are the diode, zener bipolar junction diode, transistor, and field effect transistor. A study is made of the device characteristics, construction, biasing methods, and small signal analysis. Corequisite: EET 223 - A. C. Circuits. F

244 Electronic Circuits and Devices II (4) 3 hours lecture. 3 hours lab. This course is a continuation of Electronic Circuits and Devices I and includes the following topics: multistage systems, large signal amplifiers, four-layer devices, integrated circuit construction, operational and differential amplifiers, feedback amplifier, and oscillator circuits. Prereq: EET 243 - Electronic Circuits and Devices I. Sp

291 Electrical Project (2) 1 hour lecture. 3 hours lab. This course provides an opportunity for the student to integrate the knowledge obtained throughout the program in the form of a design project. Prereq: EET 151 Logic and Switching Circuits; Corequisite: EET 244 Electronic Circuits and Devices II. Sp

321 Electrical Machines and Applications (4) 3 hours lecture. 3 hours lab. D. C. motors and generators, induction and synchronous motors, and generators for single-phase and three-phase systems are studied. Course emphasis is on common applications, principles of operation, and performance characteristics. Prereq: EET 223 - A.C. Circuits. Sp

341 Advanced Electrical Network Analysis (3) 3 hours lecture. An advanced course in network analysis that stresses network theorems, solution of time- and frequency-domain problems. Course coverage includes transient analysis by classical and transform methods as well as basic concepts of steady state A. C. circuit analysis. Prereqs: EET 223 - A. C. Circuits, MATH 230 - Calculus I. Sp

355 Microcomputers (3) 2 hours lecture. 3 hours lab. An introduction to digital computer technology as applied to control and logic systems, computer architecture, and interface equipment; characteristics of real time operating systems; assembly language program development and debugging. Emphasis is on microcomputers and microprocessors. Prereqs: TECH 105 Computers in Engineering Problem Solving and EET 151 Logic and Switching Circuits, or instructor's permission. F

385 Electrical Machines and Distribution Systems (3) 2 hours lecture. 3 hours lab. This course is designed for non-electrical engineering technology students. It covers basic D. C. and A. C. circuit analysis, the depth of coverage being sufficient for application to simple power distribution and power machinery applications. The coverage also will include power distribution and machinery. The laboratory will provide an opportunity for hands-on experience with electrical machinery. Prereq: MATH 230 - Calculus I. F

387 Process Control Systems and Instrumentation (3) 2 hours lecture. 3 hours lab. This course covers the principles and circuitry used in electronic and electro-mechanical instruments, including transducers and actuators. The course also covers the fundamental concepts and operating characteristics of modern process control systems. Applications are demonstrated in experiments using computer simulations and the laboratory process plant. Corequisite: EET244 - Electronic Circuits and Devices II. F

421 Automatic Control Systems (3) 3 hours lecture. A study of the fundamental concepts of linear automated control of physical systems. The course includes the following areas of study: mathematical modeling, block diagrams, frequency response analysis, root-locus analysis, time-domain analysis, stability analysis, compensation techniques, controller design, and interface transducers. Prereq: EET 341- Advanced Electrical Network Analysis. F

423 Advanced Electronic Circuits (4) 2 hours lecture. 6 hours lab. This course provides an opportunity for the students in design and development of advanced electronic circuits. This includes both analog circuits and digital circuits. Prereq: EET 244 - Electronic Circuits and Devices II. F

455 Microcomputer Applications (3) 2 hours lecture. 3 hours lab. This is a total microcomputer system design course covering input/output hardware and software. The students will work with components of a microcomputer chip family. Topics include memory design, parallel interface, serial interface, interrupts, and processor timing. Prereq: EET 355 - Microcomputers or consent of instructor. Sp

465 Electronic Communications (3) 3 hours lecture. An introduction to electronic communication principles, covering amplitude and frequency modulation, noise, digital signal coding, filters, and spectrum analysis. Prereq: EET 341 - Advanced Electrical Network Analysis. Sp



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## MECHANICAL ENGINEERING TECHNOLOGY

### Baccalaureate Degree

As a mechanical engineering technologist, a graduate will be prepared for professional positions in industry, government, and technical sales. Engineering technologists with detailed knowledge of the practices, procedures, and codes as well as an understanding of principles and uses of instruments and equipment become key employees. They are employed in testing, manufacturing processing, quality control, or technical sales and service; as process or project engineers, or as production supervisors. The state of Indiana currently permits graduates of accredited engineering technology programs to apply for registration as professional engineers, but some adjustments to the standard curriculum are necessary to meet the state registration requirements. Students interested in professional registration should consult with their advisors about this interest prior to completing the freshman year.

### FIRST YEAR

First Semester			Second Semester		
ENG 101	Rhet. & Composition I	3	ENG 201	Rhet. & Composition II	3
MET 111	Materials & Processes	3	TECH 105	Comp. in Engr. Prob. Solv.	3
PHYS 175	General Physics I**	4	PHYS 176	General Physics II	4
TECH 121	Engr. Modeling & Docum.	3	MET 142	Fluid Power	3
MATH 122	Analytic Geometry	4	MATH 230	Calculus I	4
TECH 110	Technology Orientation	<u>1/2</u>	TECH 111	Technology Orientation	<u>1/2</u>
17 1/2			17 1/2		

### SECOND YEAR

First Semester			Second Semester		
MATH 330	Calculus II	4	TECH 241	Statics	3
MET 221	Thermodynamics	3	MET 261	Fund. of Instrumentation	2
CHEM 261	General Chemistry I	4	MET 251	Instrumentation & Controls	3
University Core Elective		3	SPCH 101	Introduction to Speech	3
University Core Elective		3	University Core Elective		3
		<u>—</u>	ENG 210	Technical Writing	<u>3</u>
17			17		

### THIRD YEAR

First Semester			Second Semester		
TECH 345	Strength of Materials	4	MET 345	Fluid Mechanics	3
MET 272	Robotics	3	MET 341	Heat Transfer	3
MET 387	Process Control Sys. & Instr.	3	MET 371	Machine Design	3
EET 385	Elect. Machines & Dist. Systems	3	TECH 425	El. of Comp.-Aided Design	3
ECON 208 or 209		3	University Core Elective		3
PED 186		<u>1</u>	University Core Elective		<u>3</u>
17			18		

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FOURTH YEAR

First Semester		Second Semester			
MET 441	Professional Analysis	3	TECH 471	Senior Project	3
MET 451	Automated Manufacturing	3	MET 411	Materials	3
TECH 321	Dynamics	3	TECH 331	Quality Control Statistics	3
University Core Elective		3	Technical Elective		3
University Core Elective		3	MET 432	HVAC	<u>3</u>
Physical Education Elective		<u>1</u>			15
		16			

\*\*See advisor for information about coursework required to apply for state registration as a professional engineer.

**Technical Electives**

EET 335	Microcomputers	TECH 451	Econ. Evaluation Techniques
TECH 361	Engineering Organization and Management	CET 352	Structure II
CET 221	Surveying	MATH 433	Differential Equations
TECH 431	Industrial Safety	CET 421	Environmental Planning and Design
CET 351	Structure I		

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## Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

111 Materials & Processes (3) 2 hours lecture. 3 hours lab. Survey of materials commonly used in industry and the primary processes and techniques utilized in fabrication. Laboratory experiences will involve techniques of forming, drilling, machining, and welding of metals and alloys. Prereq: TECH 102 Principles of Problem Solving or equivalent. F, Sp

142 Fluid Power (3) 2 hours lecture. 3 hours lab. Development, transmission, and utilization of power through fluid circuits and controls. Properties of fluids and energy output, input, and modulation devices. Principles and practices for selection and application of such devices, and related equipment for both linear and rotary motion. Prereq: or corequisite: TECH 105 - Computers in Engineering Problem Solving and a basic understanding of physics. Sp

221 Thermodynamics (3) 3 hours lecture. Introduction and application of laws of thermodynamics; energy forms; heat, work, internal, and flow work energy; energy analysis using closed and open systems; enthalpy; Carnot principle and Carnot cycles; introduction to heat transfer. Prereqs: PHYS 175 - General Physics I and MATH 230 - Calculus I. F

251 Power Systems (3) 2 hours lecture. 3 hours lab. Application of thermodynamic principles to energy transfer systems, both prime movers and stationary; characteristics of steam and gas turbines; internal combustion engines, thrusting systems, and refrigeration. Prereq: MET 221 - Thermodynamics. Sp

261 Fundamentals of Instrumentation (2) 6 hours lab. This course covers the fundamental principles and circuitry used in electronic and electro-mechanical instrumentation. Topics include divider circuits, electronic and pneumatic relays, power supplies, bridge circuits, filters, operational amplifiers, digital logic, transmitters, and actuators. Applications are demonstrated in the laboratory experiments. Prereq: PHYS 175 - Gen. Physics I. F, Sp

272 Robotics (3) 2 hours lecture. 3 hours lab. Introduction, classification, and application of robots and similar types of automated industrial equipment and corresponding educational robots. Fundamental principles and characteristics of representative robots are presented in the laboratory to demonstrate operational features. Both on-line (teach pendant) and off-line (computer) programming are demonstrated and used in the laboratory. Prereqs: TECH 105 - Computers in Engineering Problem Solving or consent of instructor. F

321 Engines in Everyday Life (3) 3 hours lecture. Course deals with the role of heat engines in modern everyday life and is intended for students not enrolled in the Pott School of Science and Engineering Technology. Applications of the conservation principles to the study of the basic operating features and characteristics of heat engines for transportation, power plants producing electricity, refrigeration, and air conditioning. Using tabulated property data and scientific principles, as introduced, the merits of heat engines and heat pumps will be analyzed. Prereq: MATH 111 College Algebra or equivalent. F, Sp

341 Heat Transfer (3) 3 hours lecture. A study of the fundamental laws of conduction, convection, and radiation and their application to structural loads and heat exchanger design. Prereqs: PHYS 175 - General Physics I, MATH 230 - Calculus. Sp

345 Fluid Mechanics (3) 2 hours lecture. 3 hours lab. Fundamentals of fluid mechanics including properties of fluids, application of Bernoulli's energy equation for incompressible flow, hydraulics, pressure, hydrostatic force on submerged area, kinematics and dynamics of fluid flow, friction losses, sizing of pumps and pipes. Prereqs: TECH 241 - Statics and MATH 230 - Calculus I. F, Sp

371 Machine Design (3) 2 hours lecture. 3 hours lab. Analysis of the major elements of tools and machines with emphasis on characteristics relative to application, operational performance, efficiency, and cost. Practical applications in design of machines and selection of machine elements to perform in specified operational and load conditions is stressed. Prereq: TECH 345 - Strength of Materials. Sp

387 Process Control Systems and Instrumentation (3) 2 hours lecture. 3 hours lab. This course covers the principles and circuitry used in electronic and electro-mechanical instruments, including transducers and actuators. The course also covers the fundamental concepts and operating characteristics of modern process control systems. Applications are demonstrated in experiments using computer simulations and the laboratory process plant. Prereq: MET 261 - Fundamentals of Instrumentation. F

411 Materials (3) 2 hours lecture. 3 hours lab. Fundamental structures comprising the principal families of materials - metals, ceramics, and polymers; and how structures influence the properties of strength, hardness, heat treatment, plasticity, fatigue, creep, wear, etc. Experiments in the laboratory will demonstrate structure-property relationships. Prereqs: CHEM 161 - General Chemistry I; PHYS 176 - General Physics II; and TECH 345 - Strength of Materials. Sp

432 Heating, Ventilating, and Air Conditioning (3) 2 hours lecture. 3 hours lab. Application of heat transfer and thermodynamic principles to HVAC, determination of heat losses, design of heating and air conditioning systems, with emphasis on commercial codes and standards. Prereqs: MET 251 Power System, MET 341 Heat Transfer, and MET 345 Fluid Mechanics. Sp

441 Professional Analysis (3) 3 hours lecture. Application of the fundamental principles of engineering technology (fluids, thermodynamics, strengths of materials, dynamics, psychometrics, etc.) to the formulations and solution of industrial-type problems using the professional method including numerical, experimental, and computer techniques. Students will select and finalize a project proposal in preparation for TECH 471 - Senior Project. Prereq: senior standing in engineering technology and consent of advisor.

451 Automated Manufacturing (3) 2 hours lecture. 3 hours lab. Principles, concepts, and processes used in mixed mode and automated manufacturing of various products. Concepts such as part families, electronic machine control, work flow, time standards, and work-in-process (WIP) are covered. Lab experiences include CNC programming and product manufacturing. Prereq: MET 272 - Robotics. F

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## INDUSTRIAL SUPERVISION

### Baccalaureate Degree

The Industrial Supervision program has been developed to prepare a high quality professional supervisor of employees in an industrial setting. The program is a blend of a basic technical core, the business core courses, and a series of technology and management courses designed to produce graduates for a variety of supervisory positions in industrial enterprises. Industrial Supervision graduates are prepared to seek employment as foremen, plant/maintenance supervisors, production supervisors, project coordinators, quality control specialists, technical service and sales representatives, technical writers, and many other related positions.

### FIRST YEAR

First Semester			Second Semester		
ENG 101	Rhet. & Composition I	3	MATH 112	Trigonometry	2
MATH 111	College Algebra	4	CIS 151	Computer App. in Business	3
TECH 121	Engr. Modeling & Docum.	3	ENG 201	Rhet. & Composition II	3
SPCH 101	Introduction to Speech	3	CHEM 261	General Chemistry	4
MET 111	Materials and Processes	3	PSY 201	General Psychology	3
		<u>16</u>		Physical Education Elective	<u>1</u>
					16

### SECOND YEAR

First Semester			Second Semester		
MATH 215	Survey of Calculus	4	ENG 210	Technical Writing	3
ACCT 201	Accounting Principles I	3	ACCT 202	Accounting Principles II	3
PHYS 175	General Physics	4	DSCI 265	Intro. to Business Statistics	3
ECON 208	Prin of Microeconomics	3	MET 142	Fluid Power	3
TECH 105	Computers in Engr. Prob. Solving	<u>3</u>	ECON 209	Prin. of Macroeconomics	3
		17		University Core Elective	<u>3</u>
					18

### THIRD YEAR

First Semester			Second Semester		
MNGT 305	Principles of Management	3	DSCI 351	Intro. to Operations Research	3
PHYS 176	General Physics II	4	TECH 331	Quality Control Statistics	3
EET 385	Elect. Machines & Dist. Sys.	3	MET 261	Fund. of Instrumentation	2
MET 272	Robotics	3		Technology Elective**	3
TECH 311	Ind. Plant Environments	3		University Core Elective	3
		<u>16</u>		University Core Elective	<u>3</u>
					17

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FOURTH YEAR

First Semester			Second Semester		
TECH 361	Eng. Org. & Management	3	TECH 471	Senior Project	3
TECH 431	Industrial Safety	3	TECH 451	Econ. Evaluation Techniques	3
ACCT 315	Cost Accounting	3		Technology Elective**	3
DSCI 445	Operations Management	3		University Core Elective	3
	University Core Elective	3		University Core Elective	3
	Physical Education Elective	<u>1</u>			<u>15</u>
		16			

**Technical Electives**

TECH 425	El. of Comp.-Aided Design (CAD)	MET 221	Thermodynamics
MET 451	Automated Manufacturing	MET 387	Process Control Sys. and Instrumentation

\*\*Must be chosen from Technical Electives listed above

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## Course Descriptions

### Industrial Management

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

531 Industrial Safety (3) 3 hours lecture. A study of Occupational Safety and Health Regulations and their effect on industrial management and engineering. Accident investigation, liability, workman's compensation, and hazard control will be studied with emphasis on safety management techniques and planning. No prereq.

601 Special Studies in Industrial Management (1, 2 or 3) Directed study of topics in industrial management conducted in a seminar setting. Reading and writing assignments are based on current technical and professional literature in the field of industrial management. Guest lecturers and invited experts from government and industry complement the assigned readings and seminar discussions. Semester credit hours awarded for each offering of this course will be determined in advance based on the course requirements established by the instructor. No prereq..

602 Operations Systems Analysis and Modeling (3) 3 hours lecture. Application of linear programming and optimization algorithms in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at linear programming, queuing theory, waiting line models, systems analysis, and computer simulation applications for enhancing the productivity and efficiency of modern technological enterprises. Prereq: MATH 215 Survey of Calculus or equivalent, DSCI 501 Survey of Statistics or equivalent, or approval of graduate student advisor. (Approval pending)

611 Principles and Practices of Project Management (3) 3 hours lecture. An examination of the fundamental principles of management with emphasis on project management in technical enterprises. Lectures, case studies, and role-playing exercises are used to enable students to develop an understanding of key management concepts and provide opportunities to employ and evaluate a variety of project management techniques in typical industrial settings. Time management strategies, problem-solving techniques, and decision-making tools are emphasized. No prereq.

614 Interpersonal Communications within Organization (3) 3 hours lecture. This course provides a review of the research and applied approaches to organizational communication. The course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations. No prereq.

621 Human Factors in Design (3) 3 hours lecture. Study of the methods for designing the interface between humans and machines. Emphasizes the use of anthropometric data and consideration of environmental factors for designing improvements of industrial and office workspace. No prereq.

625 Principles of Computer-Aided Design and Manufacturing (3) 3 hours lecture. Theory and practice in the operation of several micro and mini computer-based CAD systems for the generation of engineering documentation. Generation of symbols and shape descriptions

using geometric primitives in both two- and three- dimensional systems. Discusses the application of CAD to manufacturing and the management problems associated with CAD technology. Prereqs: TECH 121 - Engineering Modeling and Documentation or equivalent experience.

635 Computer-Aided Design and Manufacturing Applications (3) 3 hours lecture. A project-oriented course in computer-aided design and manufacturing. Emphasizes developing a working knowledge of how CAD/CAM processes can be applied to various engineering disciplines and how CAD/CAM changes the nature of the management function in engineering. Uses two- and three-dimensional software. Orientation to the software is a continuation of IM 625. Prereq: IM 625 - Principles of Computer-Aided Design and Manufacturing.

651 Economic Evaluation of Industrial Projects (3) 3 hours lecture. An intensive examination of the principles and applications of analytical techniques for evaluating capital investments, equipment replacements, production costs, and alternative investment and expenditure proposals in which the time value of money is a primary consideration. Includes study of present worth and rate of return analyses, depreciation and depletion, replacement analysis, benefit-cost analysis, and methods for incorporating tax considerations in economic evaluation decisions. No prereq.

671 Graduate Project (2) An industrial management project relevant to the student's area of specialization selected by the student, subject to approval by the student's advisor. The project must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. Prereq: consent of advisor.

691 Leadership Project (3) A leadership project or series of case studies relevant to the student's area of specialization and drawn from industry. Selection by the student subject to approval by the student's advisor. The project or case study must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. All other coursework must be completed before this course is started

698 Individual Study in Industrial Management (1, 2, or 3) Supervised study or research in a specific area of industrial management. Subjects for investigation are selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Not repeatable for graduate credit. Credit hours to be awarded for successful completion of the required investigations will be determined in advance by the graduate faculty member supervising the student's work. No prereq..

## Mathematics

Mathematics courses are offered to support undergraduate mathematics programs in teacher education and liberal arts with a provision for initial specialization in the areas of algebra, geometry, or analysis. Some mathematics offerings are specially designed to support the University Core Curriculum and curricula in other areas, such as business, education, and engineering technology.

The courses in mathematics are highly sequential. Students should not attempt courses for which they have not successfully completed the prerequisites. It is important that students planning to major in mathematics begin their work early. For those students who neglect to start their mathematics major in the freshman year, the necessary doubling-up of courses must be done with due regard for the prerequisites. After a student has completed a course successfully, he/she may not enroll in a prerequisite without the approval of the chair of the mathematics department.

Entering freshmen may take advanced placement tests and receive credit by examination in certain specified courses. For further information, students should contact the Office of Admission.

**Degree Programs.** Students majoring or minoring in mathematics may earn either the Bachelor of Arts or the Bachelor of Science degree. The Bachelor of Science degree is granted to those students who follow the prescribed program. Two years (four semesters) or equivalent of a single foreign language are required for the Bachelor of Arts degree in addition to the prescribed courses in the program.

Throughout the remainder of this section the reference to upper-level courses relates to courses numbered 250 or above, with the exception of the MATH 391 and 392 methods classes and the 600-level graduate classes listed elsewhere in this bulletin.

**Major (Mathematics)**  
39 semester hours

Required courses:

MATH 230	Calculus I	4
MATH 253	Principles of Mathematical Logic	3
MATH 330	Calculus II	4
MATH 335	Calculus III	4
MATH 412	Modern Abstract Algebra I	3
MATH 413	Linear Algebra	3
MATH 438	Theory of Probability	3
MATH 492	History of Mathematics	3

One course selected from the following: 3

MATH 410	Introduction to Analysis
MATH 432	Advanced Calculus
MATH 433	Differential Equations

Elective courses: Nine hours selected from the upper-level course offerings in mathematics as directed by advisor.

**Minor (Mathematics)**

21 semester hours

Required courses :

MATH 230	Calculus I	4
MATH 330	Calculus II	4
MATH 335	Calculus III	4

Elective courses: Nine hours selected from the upper-level offerings as directed by advisor.

**Teacher Certification**

**Major (Teacher Certification)**

39 semester hours

A candidate for the baccalaureate degree in mathematics with teacher certification should consult the requirements for admission to the Bower-Suhrheinrich School of Education and Human Services and for the professional semester. In addition, students desiring a mathematics major or minor for teacher certification must complete a mathematics major with MATH 323 selected as an upper-level elective.

**Minor (Teacher Certification)**

27 semester hours

A student desiring a mathematics minor with teacher certification must complete the following:

Required courses:

MATH 230	Calculus I	4
MATH 253	Principles of Mathematical Logic	3
MATH 323	College Geometry	3
MATH 330	Calculus II	4
MATH 335	Calculus III	4
MATH 412	Modern Abstract Algebra I	
	or	
MATH 413	Linear Algebra	3
MATH 438	Theory of Probability	3
MATH 492	History of Mathematics	3

Elementary and Junior High/Middle School  
Mathematics Minor  
24 semester hours

Required courses:

MATH 104	Basic Elementary Mathematics I	4
MATH 204	Basic Elementary Mathematics II	3
MATH 205	Computer Science for Teachers	2
MATH 115	Precalculus	3

Elective courses:

12 semester hours selected from the following:

MATH 215	Survey of Calculus	3
MATH 230	Calculus I	4
MATH 241	Principles of Statistics	3
MATH 253	Prin. of Mathematics Logic	3
MATH 323	College Geometry	3
MATH 330	Calculus II	4
MATH 492	History of Mathematics	3

Mathematics Courses for Prospective Elementary  
Teachers

12 semester hours

Required courses:

MATH 104	Basic Elementary Math I	4
MATH 204	Basic Elementary Math II	3
MATH 205	Computer Science for Teachers	2
MATH 392	The Teaching of Elem. School Math	3

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

100 Intermediate Algebra (3) Emphasis is on concepts from elementary algebra, functions, properties of exponents, operations with polynomials, rational and algebraic expressions and solutions to equations and inequalities. Prereq: GENS 097 (grade of B or better) or satisfactory placement score. This course does not satisfy the  $A_2$  category of the University Core Curriculum. F, Sp, Su

104 Basic Elementary Mathematics I (4) Fundamental concepts in mathematics selected for the elementary education major. Topics included are the problem-solving process and strategies, sets, numeration systems relating to real number operations and computational algorithms, functions and their graphs, logic and selected topics in statistics and probability. This course is taught with a contemporary approach to problem solving and requires participation in small and large group manipulative based activities. Enrollment open only to students in elementary and/or middle school programs. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. This course does not satisfy the  $A_2$  category of the University Core Curriculum. F, Sp, Su

108 Survey of Mathematics (4) A survey of contemporary topics in mathematics designed to introduce students to thinking processes developed in mathematics. Scientific calculators will be used. This course satisfies the  $A_2$  category of the University Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. F, Sp, Su

111 College Algebra (4) Topics to be emphasized include polynomials, rational algebraic expressions, graphs, inequalities, theory of equations, and matrices. Special attention is focused on functions and the utilization of appropriate technology. This course satisfies the  $A_2$  category of the University Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. F, Sp, Su

112 Trigonometry (2) Emphasis is placed upon trigonometric functions, their properties and graphs, identities, and solutions of triangles and trigonometric equations. This course does not meet the  $A_2$  category of the University Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. F, Sp, Su

115 Pre-Calculus Mathematics (3) Advanced topics in algebra plus selected topics in trigonometry and elementary functions (polynomials, rational, algebraic, exponential, logarithmic, and trigonometric) are studied with emphasis upon notation, properties, operations, and graphs of functions and their inverses. This course satisfies the  $A_2$  category of the University Core Curriculum. Prereq: MATH 111 (grade of C or better) or satisfactory placement score. Students with minimal knowledge of trigonometry may enroll concurrently in MATH 112. F, Sp, Su

118 College Algebra and Trigonometry (5) This course is designed for students planning to enroll in MATH 230, Calculus I. The study of functions, polynomial, rational, exponential, logarithmic, algebraic, and trigonometric forms the foundation for this course. This course will promote the development of algebraic and analytic skills as well as conceptual understanding. This course satisfies the  $A_2$  category of the University Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. F, Sp

122 Analytic Geometry (4) Emphasis is placed on two- and three-dimensional coordinate geometry, lines, circles, conic sections, planes, spheres, surfaces, and basic properties of vectors. This course satisfies the  $A_2$  category of the University Core Curriculum. Prereq: MATH 111 and MATH 112 (grades of C or better), or satisfactory placement score. F, Sp, Su

204 Basic Elementary Mathematics II (3) Fundamental concepts in geometry and measurement for elementary and/or junior high/middle school programs. This course is taught with a contemporary approach to solving problems in geometry and measurement and requires participation in small and large group manipulative-based activities. This course satisfies the  $A_2$  category of the University Core Curriculum for students majoring in elementary education. Prereq: MATH 104 (grade of C or better). F, Sp, Su

205 Computer Science for Teachers (2) Provides the information and skills to utilize computers in the elementary school classroom. Prereqs: MATH 204 or consent of instructor. Open only to students in elementary and/or junior high/middle school programs. F, Sp, Su

215 Survey of Calculus (3) An introduction to calculus and its applications in business, economics, and the social sciences. Not applicable to the mathematics major or minor. This course satisfies the  $A_2$  category of the University Core Curriculum. Prereq: MATH 111 or MATH 115 or consent of instructor. F, Sp, Su



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230 Calculus I (4) The theory of limits, differentiation, successive differentiation, the definite integral, indefinite integral, and applications of both the derivative and integral. This course satisfies the  $A_2$  category of the University Core Curriculum. Prereq: MATH 115, MATH 118, satisfactory placement score, or consent of instructor. F, Sp, Su

241 Principles of Statistics (3) A terminal course for non-mathematics majors and minors. Tabular and graphical representation of statistical data, measures of central tendency and dispersion, probability, sampling, statistical inference, simple correlation, and regression. Prereq: MATH 104, MATH 111, or equivalent. Sp

253 Principles of Mathematical Logic (3) Includes introductory topics in mathematical logic, combinatorics, analysis, mathematical proof, and problem solving. This course satisfies the  $A_2$  category of the University Core Curriculum. Prereqs: Satisfactory placement score, or MATH 111. May be taken concurrently with MATH 230. F, Sp

323 College Geometry (3) An introduction to the foundations of geometry. Topics from finite, Euclidean, and Non-Euclidean geometries are explored. Properties of polygons, convexity, and various geometric shapes are explored. Prereq: 15 hours of mathematics or consent of instructor. F

330 Calculus II (4) Integrating and differentiating transcendental functions, applications of the integral, numerical integration techniques, and infinite series. This course satisfies the  $A_2$  category of the University Core Curriculum. Prereq: MATH 230 (grade of C or better). F, Sp, Su

331 Mathematical Models with Applications (3) Techniques from algebra, calculus, probability, and other areas of mathematics are employed to solve problems arising in the biological, physical, and social sciences. Suitable for secondary school teachers. Prereq: MATH 230 or consent of instructor.

335 Calculus III (4) Vectors in two and three dimensions, surfaces and space curves, partial differentiation, multiple integration with applications of each. This course satisfies the  $A_2$  category of the University Core Curriculum. Prereqs: MATH 330 (grade of C or better) or consent of instructor. F, Sp

353 Discrete Mathematics (3) Topics in discrete methods, combinations, graph theory, and finite algebraic structures will be studied. The applications of these topics in computer science, physical and life science, as well as in social sciences makes the course valuable for students in many majors. Prereq: MATH 230 or consent of instructor.

391 The Teaching of High School Mathematics (3) The materials, devices, and methods of teaching mathematics in the high schools. Prereq: 18 hours in the major or minor. F

392 The Teaching of Elementary School Mathematics (3) The materials, devices, and methods of teaching mathematics in the elementary schools. Prereqs: MATH 104 and MATH 204. F, Sp, Su

410 Introduction to Analysis (3) A study of the real number system as a complete ordered field, completeness properties and their equivalences, function of a single real variable, continuity differentiability, uniform continuity, and Riemann integral. Prereq: MATH 335.

411 Theory of Numbers (3) The transition between problem-solving mathematics which develops a theory. This course is rich in material

useful for the secondary and elementary teacher. Prereq: 15 hours of mathematics or consent of instructor.

412 Modern Abstract Algebra I (3) Sets, functions, relations, number systems, theory of groups, including discussion of morphisms, quotient groups, and solvable groups. Prereq: 15 hours of mathematics or consent of instructor. F

413 Linear Algebra (3) Systems of linear equations, vector spaces, basic properties of matrices and determinants, linear transformations on a vector space, and canonical representations of a linear transformation. Prereq: 15 hours of mathematics or consent of instructor.

414 Modern Abstract Algebra II (3) Rings, integral domains, fields, quaternions, including discussions of characterizations of integers, embedding theorems, polynomials, and extension fields. Prereq: MATH 412.

426 Point Set Topology (3) Definition and properties of a topological space; continuous functions, and homeomorphisms, various topological properties such as compactness, separation, and connectedness; metric spaces. Prereq: 15 hours of mathematics or consent of instructor.

432 Advanced Calculus (3) Functions of several variables, transformations, multiple integrals, line and surface integrals, infinite series. Prereq: MATH 335.

433 Differential Equations (3) Solutions to and applications of linear differential equations of order  $n$  ( $n \geq 1$ ) and linear systems of differential equations. Prereq: MATH 335 (may be taken concurrently).

434 Advanced Differential Equations (3) Solutions to non-linear and partial differential equations with an emphasis on numerical methods and techniques utilizing orthogonal functions. Prereq: MATH 433.

437 Numerical Analysis (3) (Dual listed as CS 437) A survey of current methods in numerical analysis. Topics will include polynomial approximation and interpolation, numerical differentiation and integration, numerical solutions of differential equations, functional approximation, solution of linear and nonlinear equations, and matrix methods for inverse and eigenvalue problems. Prereqs: CS 201 or TECH 105 and MATH 335.

438 Theory of Probability (3) Probability theory as applied to mathematical models of random events, independent and dependent events, numerical-valued events, mean and variance of a probability law, normal and Poisson probability laws, and random variables. Prereq: MATH 335. F

441 Mathematical Statistics (3) Basic empirical and theoretical frequency distributions, analysis of variance, elementary sampling theory, hypothesis testing, confidence intervals, statistical inference, correlation, and regression. Prereqs: MATH 335 and 438.

492 History of Mathematics (3) An examination of the historical development of the main concepts, techniques and areas of mathematics along with the originating cultures and key personalities. The course may be taken during the professional semester. Prereq: 12 hours of mathematics courses in the major or consent of the instructor. Sp

499 Special Topics in Mathematics (1-3) By consent of instructor and approval of the chair of the mathematics department. F, Sp

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## Physics

Physics describes such phenomena as electricity, light, sound, magnetism, forces, energies, and heat. Since physics is the study of the most basic laws of nature, it is useful to all well-educated individuals, as well as being required of all science majors. Beginning physics is taught at three different levels at the University in order to accommodate students with diverse backgrounds and goals. The physics program culminates in either a minor or a secondary education certification in physics.

### Minor (Physics)

24 semester hours

Required courses: 205-Intermediate Physics I, 5 hrs.;

206-Intermediate Physics II, 5 hrs.; 371-Analytical Mechanics, 3 hrs.

Elective courses: 11 hours selected from upper-division course offerings in physics as directed by advisor.

### Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example (3-1) indicates three credit hours lecture, one credit hour laboratory. (1 credit hour of lab usually equals 2 contact hours.)

101 Introduction to the Physical Sciences (3) Lectures and demonstrations of physics at a primarily conceptual level. Basic problem solving and the scientific method are introduced. Topics covered include Newton's Laws, energy, momentum, light, electricity, magnetism, thermodynamics, fluids, and selected topics from modern physics. (3-0)

175 General Physics I (4) Review of metric system and vectors, the laws of motion and applications, work and energy, states of matter and molecular properties, heat and thermodynamics. Calculus is not employed in the course. Prereq: working knowledge of algebra and trigonometry. (3-1)

176 General Physics II (4) Wave motion and acoustics, electrostatic fields and potentials, electric current and circuit theory, magnetic fields, optics and the wave properties of light, atomic and nuclear physics. A continuation of PHYS 175. Prereq: 175. (3-1)

205 Intermediate Physics I (5) An initial study of the phenomena and concepts of classical and modern physics in the areas of mechanics including energy and momentum principles and heat and thermodynamics, with applications involving elementary calculus. An integrated laboratory serves to develop associated skills in measurement. Required of physics majors, minors, and pre-engineering students. Prereq: MATH 230 or concurrent registration. (4-1)

206 Intermediate Physics II (5) A continuation of PHYS 205 in the areas of wave motion, acoustics, optics, electrostatics, circuit electricity, magnetism, and modern physics. Required of physics majors, minors, and pre-engineering students. Prereqs: PHYS 205, MATH 230. (4-1)

207 Intermediate Physics I Excluding Laboratory (4) PHYS 207 is identical with PHYS 205 except the laboratory is excluded. This is intended for students who have previously acquired credit for the general physics laboratory by having completed course 175 or who have the equivalent in laboratory experience. (4-0)

208 Intermediate Physics II Excluding Laboratory (4) PHYS 208 is identical to PHYS 206 except the laboratory is excluded. This is intended for students who have previously acquired credit for the general physics laboratory by having completed course 176 or who have the equivalent laboratory experience. (4-0)

271 General Astronomy (3) An introduction to the basic concepts in astronomy. Use of the telescope and exercises in uranography are stressed. No prereq: sophomore standing recommended. (2-1).

311 Electric Circuit Theory (2) Direct current circuit theory. Alternating current circuit theory utilizing both methods of phasors and complex numbers. Problem solving is emphasized. Prereqs: PHYS 206, MATH 230. (2-0)

314 Electronics Laboratory (3) Experimentation will be devoted to fundamental measurements of properties of electronic elements and electronic circuits. Circuits for rectification, amplification, signal generation, and logic function will be included. (0-3)

351 Scientific Programming in BASIC (1) The application of the BASIC language to scientific problems. The class will be scheduled as a single two-hour recitation in which both lecture and programming practice will be employed. Prereq: MATH 230 or consent of instructor. (0-0-1)

352 Scientific Programming in FORTRAN (2) The application of the FORTRAN language to scientific problems. The class will be scheduled as a single two-hour recitation in which both lecture and programming practice will be employed. Prereq: MATH 330, concurrent registration, or consent of instructor. (0-0-2)

361 Modern Physics (3) Physics of the 20th century. Atomic and nuclear phenomena and basic theories. An introduction to quantum mechanics is included. Prereqs: PHYS 206, MATH 330. (3-0)

371 Analytical Mechanics (3) Theory and application of Newtonian mechanics using vector calculus methods. Topics include particle dynamics, energy and momentum principles, multiparticle systems. Problem solving is emphasized. Prereqs: PHYS 205, MATH 330, or concurrent registration. (3-0)

381 Electromagnetic Fields (3) Formulation of the basic theory of electric and magnetic vector fields. Electrostatic and magneto static fields in free space and in material media, and the formulation of Maxwell's equations are included. Prereqs: PHYS 371, MATH 330. (3-0)

401 Physics and Human Thought (3) The course will cover some of the important ideas in physics and their relationship to other areas of human thought, e.g. philosophy, literature, and art. These relationships will be made through readings from works that have a direct connection to physics. The emphasis will be on learning the physical principles and their significance. The physical theories that will be covered

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include Newton's laws, energy conservation, the second law of thermodynamics, special relativity, and quantum mechanics. These theories will be framed in the context of the times in which they developed. The course will involve both the solving of "traditional physics problems" and the writing of essays relating the ideas developed in the problems to a wider context. Prereqs: MATH 111 or equivalent and PHYS 101 or equivalent. (3-0)

409 Theoretical Mechanics (3) Advanced methods in mechanics and higher theoretical formulations. Matrix and tensor methods are developed. Topics include rigid body mechanics, relativistic mechanics, Lagrangian and Hamiltonian formulations. Prereqs: PHYS 371, MATH 433. (3-0)

419 Electromagnetic Theory (3) Theory of the electromagnetic field from the standpoint of Maxwell's equations. Plane waves, radiation theory, and the relativistic formulation are included. Prereqs: PHYS 381, MATH 432. (3-0)

429 Quantum Mechanics (3) Fundamental physical theory pertaining to the microstate of matter. Topics include quantum mechanical solutions for the harmonic oscillators, the hydrogen atom, and the angular momentum states. Prereqs: PHYS 361, MATH 433. (3-0)

439 Thermodynamics (3) The first and second laws of thermodynamics; formulations, interpretations, and applications. The kinetic theory of gases and an introduction to the statistical mechanics. Prereqs: PHYS 371, MATH 330. (3-0)

450 Advanced Problems in FORTRAN Programming (1) The application of the FORTRAN language to individual projects related to the individual's field of study. Prereq: MATH 330 or concurrent registration. (1-0)

471 Observational Astronomy (3) Lectures and practicum in the observation and understanding of the mechanics of the celestial sphere. Identification of the visible constellations, location, and observation of the planets, Messier objects, and solar and lunar studies. The orientation and use of the equatorial telescope will be emphasized. Two hours lecture and two hours laboratory. Prereq: Astr. 271, MATH 112 or 115 (2-1)

490 Special Topics in Physics (1-3) Advanced course for physics students; Prereq: consent of instructor.

499 Research (1-2) Advanced project in physics, done under instructor supervision. Prereq: consent of instructor.

## Interdisciplinary Studies in Science Biophysics and General Science

Interdisciplinary studies in science include the major in biophysics and the general science major. This program provides students with a maximum amount of flexibility in their curricula. Although the program may include several areas of science, it also permits the student an opportunity to study one area in depth. Minor programs are offered in biophysics and general science. An elementary science endorsement also is available.

### Major-Biophysics

56 semester hours

Requirements to earn a Bachelor of Science with a major in biophysics:

1. Complete the University Core Curriculum required of all students;
2. Pass 124 semester hours with a grade point average of at least 2.00. 50 of these must be at the 300 or 400 level;
3. Complete three of the following five courses: CHEM 262, PHYS 206, BIOL 152, GEOL 162, or MATH 230;
4. Complete a sufficient number of approved upper-level courses so that, when added to those taken or tested out of in science and mathematics (3), the sum shall not be less than 56 semester hours.

Approved upper-level courses include all 300- and 400-level courses taught in science and mathematics.

### Minor-Biophysics

24 semester hours

Requirements to earn a minor in biophysics are:

1. Complete three of the following five courses: CHEM 262, 4 hrs.; GEOL 162, 3 hrs.; BIOL 152, 4 hrs.; MATH 230, 4 hrs.; PHYS 206, 5 hrs.
2. Complete a sufficient number of approved upper-level courses in science and mathematics so that, when added to those taken in (1), the sum shall not be less than 24 semester hours.

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## Science Teaching Major (Certification)

Students desiring to teach in some area(s) of science must complete the requirements for a major in science teaching (51 hours) with a primary area (24 semester hours), a supporting area (15 semester hours), and general requirements (12 semester hours).

There is no blanket license that covers all of the teaching areas. The teaching areas are:

Biology	Mathematics
Chemistry	Physical Science
Earth Space Science	Physics
General Science	

A student seeking standard certification as a secondary (grade 9 through 12) science teacher should initially contact the Pott School of Science and Engineering Technology. In this initial contact the student will be given assistance in planning the entire four-year program leading to certification. An advisor will help the student in planning the academic work. A complete file on each student will be maintained in the School's office. After successful completion of fifty-five hours of coursework, candidates for certification in the area of science must report to the Bower-Suhrheinrich School of Education and Human Services for advisement relative to the requirements for completion of the Bachelor of Science degree.

### Programs Leading to Certification

Three components comprise each program leading to Indiana certification as a secondary teacher of biology, chemistry, earth space science, general science, mathematics, physical science, and physics. These components are:

1. University Core Curriculum (50 semester hours)
2. Professional Education (see Bower-Suhrheinrich School of Education and Human Services)
3. Major

## Teaching Areas

Candidates should select with care the primary and supporting teaching areas for which they seek certification. Consideration of common teacher assignments in the field, the advisability of adding an additional teaching area or a compatible teaching minor, and the interests of the candidate should be a part of this selection. Some candidates may choose to achieve the Secondary Science license and, by extension, the Junior High/Middle School license. For these reasons, candidates should seek program advisement early in the undergraduate degree, and to the extent possible, plan the entire four-year course of study.

### SCIENCE TEACHING MAJOR

Primary Teaching Area	24-26 hours
Supporting Teaching Area	15 hours
General Requirements	<u>12 hours</u>
TOTAL	51-53 hours

### SCIENCE TEACHING MINOR

Teaching Area	<u>24 hours</u>
TOTAL	24 hours

### General Requirements

12 semester hours

These courses are designed to provide all science teaching majors with a science background to broaden and complement their primary and supporting teaching areas. As such, courses used to satisfy this requirement shall be in addition to those used to satisfy the primary and supporting areas, but may apply to the secondary education requirements in science and mathematics.

In satisfying this requirement, students must take a course from three of the five groups indicated below:

Biology	Biology 141 (4 hours)
Chemistry	Chemistry 175 (4 hours) or 261 (4 hours)
Geology	Geology 161 (4 hours)
Mathematics	Mathematics 115 (3 hours), 118 (5 hours) or 230 (4 hours)
Physics	Physics 175 (4 hours) or 205 (5 hours)

I. Biology		Primary Area 32 hours	Supporting Area 16 hours	Teaching Minor 29 hours
121	Human Anatomy and Phys.	3		3
122	Human Anatomy and Phys.	3		3
141	Principles of Biology	4	4	4
151	Botany	3	3	3
152	Zoology	3	3	3
282	Heredity & Society		3	
251	Environmental Conservation	3	3	3
272	Medical Microbiology	3		3
				or
334	Cell Biology	3		3
382	Genetics	4		4
481	Organic Evolution	3		3
II. Chemistry		Primary Area 26 hours	Supporting Area 15 hours	Teaching Minor 26 hours
261	General Chemistry I	4	4	4
262	General Chemistry II	4	4	4
321	Quantitative Analysis I	3	3	3
353	Organic Chemistry I	4	4	4
354	Organic Chemistry II	4		4
421	Instr. Methods of Analysis	3		3
441	Inorganic Chemistry	4		4
		or		or
461	Physical Chemistry	4		4
III. Earth Space Science		Primary Area 26 hrs	Supporting Area 18 hrs	Teaching Minor 26 hours 3**
131	Environmental Geology			
161	Physical Geology	4	4	4
162	Historical Geology	4	4	4
			or	
214	Meteorology	3	3	3
271	General Astronomy	3	3	3
301	Mineralogy	4	4	4
			or	
315	Paleontology	4	4	4
307	Geomorphology	4	4	
		or	or	
441	Hydrogeology	4	4	
		or	or	
468	Oceanography	3	3	

\*\*Geography 112 (3 hours) and Geology 115 (3 hours) are acceptable substitutions.

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IV General Science		Primary Area 24 hours	Supporting Area 15 hours	Teaching Minor 24 hours
175	Survey of Chemical Concepts		4	
261	General Chemistry I	4		4
262	General Chemistry II	4		4
*141	Principles of Biology	4	4	4
151	Botany	4	4	4
			or	
152	Zoology	4	4	
*175	General Physics I	4	4	4
		or	or	or
205	Intermediate Physics I	5	5	5
176	General Physics II	4		4
		or		
206	Intermediate Physics II	5		5
*161	Physical Geology	4	4	4
162	Historical Geology	4		4

\*Students who choose General Science as a Primary or supporting area must select these courses to fulfill their general requirements.

V. Mathematics		Primary Area 24 hours	Supporting Area 18 hours	Teaching Minor 27 hours
230	Calculus I	4	4	4
253	Principles of Mathematical Logic	3	3	3
323	College Geometry	3	3	3
330	Calculus II	4	4	4
335	Calculus III	4		4
412	Modern Abstract Algebra I	3		3
		or		
413	Linear Algebra	3		
438	Theory of Probability			3
492	History of Mathematics			3

VI. Physical Science		Primary Area 24-26 hrs	Supporting Area 15-17 hrs	Teaching Minor 24-26 hrs
261	General Chemistry I	4	4	4
262	General Chemistry II	4	4	4
161	Physical Geology	4	4	4
	or			
162	Historical Geology	4	4	4
	or			
214	Meteorology	3	3	3
	or			
271	General Astronomy		3	
175	General Physics I	4	4	4
	or			
205	Intermediate Physics I	5	5	5
176	General Physics II	4		4
	or			
206	Intermediate Physics II	5		5
VII. Physics		Primary Area 24 hours	Supporting Area 15 hours	Teaching Minor 24 hours
205	Intermediate Physics I	5	5	5
	or			
175	General Physics I	4	4	4
206	Intermediate Physics II	5	5	5
	or			
176	General Physics II	4	4	4
371	Analytical Mechanics	3	3	3
361	Modern Physics	3	3	3

Advisor-directed electives to satisfy minimum requirements of 24-32 hours for a primary area and 15-19 hours for a supporting area.

Science Teaching Minor for Elementary or Junior High/Middle School Science

24 semester hours

A minor in science teaching that is designed specifically to meet the needs of prospective elementary or junior high/middle school teachers. This minor is open only to students majoring in elementary education.

Required Courses: BIOL 141, 4 hrs. and 251, 3 hrs.; CHEM 175 or 261, 4 hrs.; PHYS 175, 4 hrs. or 205, 5 hrs.; GEOL 161, 4 hrs. Directed electives to complete a minimum of 24 semester hours.

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# DIVISION OF EXTENDED SERVICES

## Bachelor of General Studies

M. Edward Jones, Ed.D., Associate Vice President for  
Academic Affairs and Dean of Extended Services  
Nancy Kovanic, Ph.D., Bachelor of General Studies  
Program Coordinator

The Bachelor of General Studies (BGS) degree program is designed to serve students who wish to pursue a broadly defined and/or individually designed baccalaureate program. BGS students work closely with an advisor to design a program of study to meet individual educational and career objectives. The flexibility of the BGS degree enables students to tailor educational experiences to meet personal goals, broaden their appreciation of the arts and sciences, enhance career skills and competencies, and increase career opportunities and choices.

### Requirements for the Degree

The degree program consists of 124 semester hours as defined below. Other general academic and program requirements include:

1. All University general admission requirements, academic policies, and academic standards for other baccalaureate degree programs apply to the BGS program.
2. All students seeking the degree Bachelor of General Studies must fulfill University Core Curriculum requirements as part of the required 124 hours. Core curriculum requirements are listed elsewhere in this bulletin.
3. Individualized Studies Option:  
BGS students who select the individualized studies option work closely with an advisor to design a program of study to meet individual educational and career objectives. This flexible program enables students to create their own "major" utilizing courses from two or more academic disciplines. Previous hours earned at other institutions will be evaluated according to transfer policies.
4. Applied Studies Option:  
This option is for students who have completed a formal associate degree program or have considerable college credit.

Up to 64 hours may be transferred from associate degree programs, depending on the transferability of specific courses or programs. For technical degrees and/or certificates, credit may be awarded as a block (not a recognition of individual courses for transfer). The amount of credit awarded will be determined by the BGS Committee, but may not exceed 45 hours.

- Up to six hours of credit may be awarded for an occupational experience (occupational internship). The internship must occur after admission to the program.
  - A 30-hour interdisciplinary concentration must be selected from a list of approved programs. Those currently approved include Technical Studies, Information Technology Studies, and Organizational Communication Studies.
5. At least 30 of the 124 hours must be at the upper division (300-400) level.
  6. A minimum of 30 hours of credit toward the degree must be earned at the University.
  7. At least 21 hours of credit must be earned through coursework after the student has been admitted to the BGS program.
  8. Students seeking admission to the BGS program should make application to the University Admission Office. Following acceptance to the University, a second, separate application must be made to the BGS program. A personal interview is required prior to admission to the BGS program.

For additional information, contact Extended Services at 812/464-1863 or visit [www.usi.edu/extserv/bgs.htm](http://www.usi.edu/extserv/bgs.htm).

### Course Description

GENS 490 General Studies Internship (1-6) is designed to recognize the value of experiential learning activities and work experience relevant to the individual's program. Each student, as directed by a faculty member, and with consultation from the Bachelor of General Studies (BGS) Director, will develop a project that demonstrates the integration of prior educational and work experience with University coursework into a unified and meaningful whole. The number of hours of credit to be awarded will be determined by the faculty member, but may not exceed six. Credit will be awarded only after the student has been admitted to the BGS program.



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# UNIVERSITY DIVISION

Charles Harrington, Ph.D. , *Assistant Vice President for Academic Affairs*

Sandra Hermann , *Director of University Division*

The University Division coordinates a variety of academic programs and services, including academic support services for all students and academic advising for students without a declared major or classified as non-degree, guest, high school agreement, or conditionally-admitted students. The Division comprises University Division Advising, Academic Skills, and the Learning Center for the Indiana Partnership for Statewide Education (IPSE). The IPSE Learning Center serves students enrolled in distance education courses.

## University Division Advising

University Division advisors offer guidance to those uncertain about their educational, career, and lifetime goals. Conditionally-admitted students meet regularly with University Division advisors and take an academic support course (GENS 101—Freshman Seminar) to help them make a successful transition from secondary education to university work. Peer advisors (student mentors) also help in advising University Division students, adding the student perspective to class selection. Advisors are available to students 8 a.m. to 6 p.m. Monday through Thursday and 8 a.m. to 4:30 p.m. on Friday.

Like all baccalaureate degree-seeking students, University Division students spend much of their first four semesters completing University Core Curriculum, the nucleus of liberal arts education. These courses help students become better problem solvers, better citizens, and more thoughtful human beings. These requirements and the special academic advice University Division students receive establish a strong foundation for advanced study and encourage students to use their curiosity and enthusiasm to inquire into many realms of knowledge. The University Division program seeks to help students become more flexible, to see relationships among disciplines of study, and to develop the basis for lifelong learning and work.

## Course Descriptions

Freshman Seminar, scheduled each semester, is open to University Division students only. It is a graded course for one credit, but does not apply toward the 124-hour degree requirement.

101 Freshman Seminar -1 hour. This course helps the first-semester freshman adjust to the university work load and environment. It includes intensive instruction and practice in study skills, geared to the whole spectrum of learning styles. Students discover what resources are available to help them, discuss issues of values and behavior in the college setting, and learn to take responsibility for their own learning. The course is highly interactional and employs a variety of teaching styles.

## Academic Skills

The mission of Academic Skills is to provide support services, classes, and learning assistance programs to enhance student success and the educational process at IU. Services are available in two locations. The main center, open Monday through Friday from 8 a.m. to 4:30 p.m., is located in the lower level of the Orr Center, Room 012. The Center for Academic Skills in Housing (CASH) is a satellite tutoring center located in Room 8114A of the O'Daniel Wright Building. Open Sunday through Thursday from 4:30 to 9:30 p.m., CASH also offers additional satellite tutoring in Newman Hall, Governors Hall, and the Residence Life Office on selected evenings from 6 to 9 p.m.

## Placement Testing

All incoming freshmen and some transfer students are required to take placement tests in math, reading, and English. Foreign language testing in French, German, and Spanish is optional. Academic Skills offers appointments Monday-Friday at 8:30 a.m., 9:30 a.m., 11:30 a.m., and 1:30 p.m.

## Tutoring

Academic Skills strives to provide the best services possible to help students succeed. Tutoring is available in math, English, reading, and study skills. Tutoring in additional subject areas varies by semester, but subjects usually include accounting, biology, chemistry, English as a Second Language (ESL), nursing, and stats. Peer tutors complete an extensive training program and earn College Reading and Learning Association (CRLA) certification. Volunteers are distinguished professionals from the community who contribute their time. Students interested in becoming tutors should visit Academic Skills for more information.

## Supplemental Instruction (SI)

Supplemental Instruction (SI) provides students with an opportunity to study in a group with a successful, experienced student. Three voluntary study sessions per week are offered for specific classes that have proven to be difficult. By participating in SI where it is offered, students

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can earn better grades while learning effective study skills, make efficient use of their study time, and make friends who also have strong academic goals.

#### ACHIEVE

ACHIEVE is an early-warning system that assists faculty in dealing with students headed for probable failure. Weeks three, four, and five of the semester represent the first critical period when instructors observe students with low skill levels, poor attendance, missed assignments, and limited note-taking activity. At the request of instructors, Academic Skills will contact students and provide early intervention strategies to help them ACHIEVE success.

#### Brown Bag Seminars

Brown Bag Seminars are lunch-hour learning experiences held in a relaxed atmosphere intended to provide an intellectual break from the pressure of the academic day. Offered by faculty and staff on campus, Brown Bag Seminars cover a wide variety of topics including money management, learning styles, leadership strategies, and time management skills.

#### General Studies (GENS) Classes

Placement test results may indicate a need to improve basic skills, so Academic Skills offers General Studies (GENS) courses designed to prepare students to meet the demands of college-level work.

#### Course Descriptions

Two ESL (English as a Second Language) three-hour, non-degree credit courses are offered for students whose primary language is not English.

095 ESL Writing (3) This course is designed for students whose primary language is not English. It is a discussion/practice composition course. Focus is on organization and development of information in paragraphs and short essays with emphasis on correct sentence structure. Students will have weekly written assignments.

096 ESL Reading (3) This course is designed for students whose native language is not English. It will enable these students to improve their reading comprehension of academic materials. Class activities include in-depth discussion of reading selections and frequent written assignments.

Three non-degree credit courses are open to all students who wish to improve their basic skills.

097 Algebra Review (3) This course begins with a review of fractions, then moves quickly to the language of algebra including order of operations, exponents, positive and negative numbers, linear equations, polynomials, and factoring. Credit in this course will not apply to a degree. Students whose math placement scores meet the University's established readiness level for Gens 097 may enroll. Students whose math scores are below the University's established readiness level for this course may enroll only with the consent of the Academic Skills coordinator.

098 Strategies for Writers (3) This course will provide opportunities to learn and to practice strategies for responding to college writing assignments. The grammar emphasis in this course will occur in response to student work, which will include journals and teacher-assigned writing. Students will practice strategies for focusing, organizing, developing, and revising their work, with special attention to learning editing strategies for standard grammar, usage, and expression. Credit in this course will not apply to a degree. Students whose Rhetoric and Composition Placement Exam (RCPE) score meets the University's established readiness level for Gens 098 may enroll in this course.

099 Strategies for College Reading (3) This course includes a strong emphasis on strategies for deriving meaning from academic texts. Samples from current university textbooks used in introductory courses will be used to help students determine stated and implied main ideas and to then select the supporting details, to make inferences, to understand transitions, to distinguish fact from opinion, and to learn to summarize and outline. Students may improve their vocabulary and improve understanding of the use of words in context by reading both textbooks and works of fiction and biography. Credit in this course will not apply to a degree. Students whose reading placement score meets the University's established level of readiness for Gens 099 may enroll in this course.

The three-credit-hour courses scheduled each semester for students in all degree programs for elective credit are:

105 College Study Strategies (1) This course helps incoming freshmen, current students in need of better study skills, and adults re-entering or contemplating re-entry to formal education assess their current approach to studying. It offers suggestions and practice to improve study methods. The course topics include time management, notetaking from lectures and textbooks, exam preparation, listening skills, memory, concentration, test anxiety, and organization. GENS 105 is open to all students for elective credit in all degree programs.

111 Career Planning (1) Confusion about career planning occurs among undergraduates as well as among individuals who have entered the working world. This course benefits any student who is undecided about a career choice. The course is designed to increase self-awareness, familiarize participants with informational resources available to help in career planning, and provide individualized assistance with career decision-making. GENS 111 is open to all students for elective credit in all degree programs.

151 Reading Power (3) The development of efficient reading will enable the student to achieve the highest level of reading power. The student is introduced to specialized techniques that are of particular value in improving speed and achieving success. An emphasis is placed on practice of specific methods designed to increase comprehension of all major elements of written communication. The student whose reading placement recommendation meets the University's established level of readiness may enroll in this course.

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# OFFICE OF GRADUATE STUDIES

812/465-7015

The Office of Graduate Studies, located in the Byron C. Wright Administration Building, serves graduate students and a graduate faculty whose primary goals are the advancement of scholarship, research, and creative activity. It is through the encouragement and support of these goals that the institution contributes to the development of knowledge and the professional preparation of its graduate students.

Instruction through formal directed study, seminars, and independent research provides graduate students with ample opportunities to acquire advanced knowledge. Programs are designed to improve the student's professional and scholarly abilities.

The primary responsibilities of the Office of Graduate Studies are to maintain and enhance the quality of graduate programs and to facilitate research and creative activity. The Graduate Council, the legislative and administrative body for graduate programs of the University, sets policies and regulations governing graduate work. The Graduate Council conducts the business of the faculty having to do specifically with graduate education, including development, direction, and implementation of graduate programs.

## Accreditation and Affiliation

The University is accredited through the master's level by the North Central Association of Colleges and Secondary Schools (NCA), 30 North LaSalle, Suite 2400, Chicago, Illinois 60602, telephone 312/263-0456, and is a member of the Council of Graduate Schools and the Midwestern Association of Graduate Schools.

## Graduate Degree Programs

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

## Graduate Academic Fields

School of Business

- Accountancy
- Business Administration

Bower-Suhrheinrich School of Education and Human Services

- Elementary Education
- Secondary Education
- Social Work

School of Liberal Arts

- Liberal Studies (Interdisciplinary with Pott School of Science and Engineering Technology)

School of Nursing and Health Professions

- Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Clinical Nurse Specialist
- Nursing Administrator
- Nursing Educator

Post-baccalaureate and post-master's certificate programs are offered in Health Professions Education and Health Professions Management.

Pott School of Science and Engineering Technology

- Industrial Management

## ADMISSION

Admission to Graduate Studies

All requests concerning admission to graduate study should be addressed to the following office:

Office of Graduate Studies

8600 University Boulevard

Evansville, Indiana 47712-3596

Phone: 812/465-7015

Fax: 812/464-1956

E-mail: [gssr@usi.edu](mailto:gssr@usi.edu)

Web site: [www.usi.edu/gradstud/gradstud.htm](http://www.usi.edu/gradstud/gradstud.htm)

Application for admission must be made on official application forms provided by the Office of Graduate Studies. All application credentials become the property of the University and are not returned to the student.

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## Initial Steps by Applicants

A student seeking admission to graduate study must submit the following materials to the Office of Graduate Studies:

1. All requested application materials, including a completed application form provided by the Office of Graduate Studies, accompanied by a \$25 non-refundable application fee made payable to  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ , at least one month prior to entry date sought. Some programs require an earlier submission date.
2. One official transcript from each undergraduate and graduate institution attended. Transcripts will be accepted as official only when sent directly from the registrar of the institution to the Office of Graduate Studies.
3. All other admission credentials required by the particular program for which admission is sought.

## Regular Admission Requirements

The following standards have been established for regular admission to a program of graduate study leading to the master's degree:

1. Graduation with a bachelor's degree (minimum cumulative GPA 2.5) from a college or university accredited by the North Central Association of Colleges and Secondary Schools or a comparable association.
2. A minimum grade-point average of 3.0 in all courses taken at the graduate level at all schools attended.
3. An undergraduate record that provides adequate preparation to begin graduate study.
4. Satisfactory performance on the Graduate Record Examination, National Teacher Examination, PRAXIS I test, or Graduate Management Admissions Test when required.
5. Any other requirements for admission that have been established and approved by the Graduate Council.

## Conditional Admission

Admission to graduate study on a conditional basis may be granted. One or more of the following factors may be involved when conditional admission is granted:

1. A student who has undergraduate deficiencies in the area in which graduate work is desired may be granted conditional admission to graduate study. Undergraduate work needed to make up deficiencies may be a necessary part of the student's program. Such work will not carry graduate credit, nor will it count as credit toward a graduate degree. In general, graduate-level courses taken to make up deficiencies will not apply toward the minimum number of hours required for the degree.
2. University seniors who qualify for enrollment in a limited amount of graduate work may be granted conditional admission.
3. When a student's credentials have not yet been reviewed, conditional admission may be granted.
4. Students whose native language is not English may be admitted on the condition that evidence of adequate English proficiency is provided prior to registration.
5. The student whose preparation, academic record, or program requirements do not merit regular admission may be granted conditional admission.
6. Students admitted conditionally must receive a "B" average in their first six hours in the graduate program. A student admitted conditionally who earns an Incomplete in the first two courses must remove the Incomplete before enrolling in additional coursework.

## International Students

International students are subject to all requirements for admission to graduate studies. Application for admission should be made at least six months prior to the date of anticipated enrollment. Admission credentials must include: (1) an application for admission; (2) payment of the application fee; (3) an official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate work; (4) supplemental information form for international students which includes a financial summary stating amounts and sources of support for the duration of study; (5) an international student transfer form if attending another college or university in the United States; and (6) verification of English competency.

English competency is certified by achievement of a minimum of 500 on the written Test of English as a

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Foreign Language (TOEFL) or 173 on the computer-based version. All foreign-born applicants whose primary spoken language is not English must provide official scores on the TOEFL before being admitted; these scores must be less than two years old. Official test results should be sent to the Office of Graduate Studies at the time of application. Exception: International students whose native language is English or who have graduated from an American university in which the language of instruction is English are not required to demonstrate language proficiency. Information about the TOEFL administration dates and registration procedure may be obtained from TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, USA; telephone 609/771-7100. The Web address is [www.toefl.org](http://www.toefl.org).

### Non-degree Status/Special Student Admission

Students who hold a bachelor's or higher degree from an accredited institution and wish to take graduate course work for credit may take up to six hours before they must be admitted to a program. Students wishing to apply for this status must submit necessary application credentials and the one-time \$25 graduate application fee payable to [gradstudies@univ.edu](mailto:gradstudies@univ.edu) and be approved for admission by the appropriate department/school and by the director of Graduate Studies. Official transcripts are required of all undergraduate and graduate course work attempted. Have each registrar send transcripts directly to the Office of Graduate Studies, [gradstudies@univ.edu](mailto:gradstudies@univ.edu), 8600 University Boulevard, Evansville, IN, 47712-3596. The Graduate Studies office must receive the transcripts by the end of the first semester the student is enrolled in graduate course work.

### Special Student Guest Admission

A student in good standing in any regionally-accredited graduate school who wishes to enroll in graduate courses for credit for the purpose of transferring this credit to his or her graduate school may be admitted under the category of Special Student Guest Admission. This admission is valid for only one semester or one five-week or longer summer term, but may be renewed any number of times upon reapplication. Students wishing to apply for this status must submit necessary application credentials and the one-time \$25 graduate application fee payable to [gradstudies@univ.edu](mailto:gradstudies@univ.edu) and be approved for admission by the appropriate department/school and by the director of Graduate Studies. Official transcripts are required of all undergraduate and graduate course work attempted. Have each registrar send transcripts directly to the Office of

Graduate Studies, [gradstudies@univ.edu](mailto:gradstudies@univ.edu), 8600 University Boulevard, Evansville, IN, 47712-3596. The Graduate Studies office must receive the transcripts by the end of the first semester the student is enrolled in graduate course work.

The University assumes no responsibility for the transfer of graduate work to any other university. The student should ascertain transferability of credit with the degree-granting institution prior to enrolling at University of Southern Indiana.

### University Seniors

A senior student at the University with an overall grade point average of 3.0 or higher who is enrolled in his/her last semester of undergraduate work may be granted conditional admission to enroll in a limited amount of graduate course work.

### Residence Classification

In-state residence requires a bona fide permanent domicile in excess of 12 months. Holders of degrees from the University who at the time of graduation were residents of the State of Indiana shall, for the purpose of subsequent registrations in the University, be classified as residents of Indiana. The Office of Graduate Studies, 812/465-7015, can answer questions regarding residence classification.

### Non-Resident Fees

In addition to the combined fees required of all students, those who are not residents of the State of Indiana must pay additional non-resident fees for on-campus study during the regular academic year and summer sessions.

### GRADUATE FINANCIAL ASSISTANCE

Student financial assistance includes scholarships, loans, assistantships, and student employment under the Work Study program.

### Application for Financial Assistance

To have financial assistance processed in a timely manner and to be considered for all types of assistance, students must file the Free Application for Federal Student Aid (FAFSA) prior to March 1 preceding the academic year for which aid is being requested. The academic year begins in fall and ends in spring. Summer requires a separate loan application if the student is borrowing. All required documentation such as the [gradstudies@univ.edu](mailto:gradstudies@univ.edu) Financial Aid Data Form must be submitted to the Student Financial Assistance Office by May 1. Signed photocopies of prior-

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year federal tax returns will be required from applicants who are selected for verification by the U.S. Department of Education. Applications and files completed after these deadlines will be processed after all on-time applications.

Applications are available in the Student Financial Assistance Office. Write or call for more information.

#### Student Financial Assistance

8600 University Boulevard  
Evansville, IN 47712-3597  
812/464-1767  
800/467-1965

#### Transfer Students

Students who have attended other postsecondary institutions within the period of three months prior to their enrollment at the University must submit a Financial Aid Transcript from each institution attended. Financial Aid Transcript forms are available in the Student Financial Assistance Office. The University will accept other institutions' financial transcript forms.

#### Enrollment Status/Credit Level

To be considered a full-time graduate student for the purpose of receiving most financial aid requires that the student be enrolled in graduate courses totaling at least nine semester hours during each semester. Four semester hours is a full-time load in any summer session. A load of five semester hours during a regular semester is the minimum amount for consideration as a half-time graduate student.

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

#### Financial Responsibility

Students who do not receive a financial aid notification letter prior to billing must pay their fees by the due date in order to retain the classes for which they are pre-registered. The Bursar's Office offers an installment payment plan that permits multiple payments for an additional processing fee.

Most types of aid will appear as a credit against fees on the bill sent prior to the start of classes. Some aid types, such as Work Study, require special procedures and will not appear on the bill. Estimated aid that appears on the bill may be deducted from the total fees. If no payment is required, students must sign and return their bills by the due date to ensure that classes will be reserved and not canceled. Students should contact the Student Financial Assistance Office if they have questions about these procedures.

#### Reasonable Academic Progress

Students who receive federal or state student financial aid are required to make reasonable progress toward completion of their degree program. Reasonable progress is measured by the number of credits successfully completed each semester and by the student's cumulative grade point average. Copies of the current graduate reasonable academic progress policy are available in the Student Financial Assistance Office.

#### Institutional Refund Policy for Financial Aid Recipients

Students who withdraw from the University or change enrollment status during the fee refund period will be required to restore refunded fees to the financial aid account from which the money originated. The full amount of fee refunds will be used to repay student aid accounts until all student aid is reimbursed.

Students who withdraw from or cease attendance at the University prior to the tenth week in fall or spring may be required to repay a portion of any financial aid which exceeded actual fees and books. Summer session refunds are calculated on the length of individual class schedules. The current refund policy for financial aid recipients is available in the Student Financial Assistance Office.

#### General Eligibility Requirements for Federal Student Aid

To receive Federal Work Study, Perkins loans, and Stafford loans, a student must meet the following general requirements and additional program-specific requirements. A federal aid recipient must:

- be a U.S. citizen or eligible non-citizen,
- be registered for the draft with Selective Service if required by current law,
- have a high school diploma or GED,
- have financial need,

- attend a school that is eligible to participate in one or more federal aid programs,
- be enrolled at least half-time (except for Federal Work Study and Perkins Loan),
- be working toward a degree,
- be making reasonable academic progress, and
- not be in default on a Title IV or Higher Education Act student loan, or owe a repayment of a Title IV or Higher Education Act grant received for attendance at any institution.

## Federal Financial Aid Programs

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

Students may apply for the FWS program by completing the Free Application for Federal Student Aid (FAFSA) and indicating work-study as a type of aid requested on both the FAFSA and the Financial Aid Data Form. Preferred filing deadlines should be observed to ensure consideration of the student for these limited funds.

**Federal Perkins Loans** . Perkins loans are low-interest loans made through the Student Financial Assistance Office to undergraduate and graduate students. Students who receive these loans must have financial need and are required to begin repayment six months after they graduate, leave school, or drop below half-time status. Information on loan deferments and loan forgiveness is available in the Student Financial Assistance Office.

Completing the FAFSA and indicating a preference for loans on both the FAFSA and the Financial Aid Data Form accomplish application for the Perkins loan. The March 1 filing deadline should be met for the FAFSA, and all other required documents should be submitted to the Student Financial Assistance Office prior to May 1.

**Stafford Loans (subsidized and unsubsidized interest)** . These are low-interest loans made to students by a

lender such as a bank, credit union, or savings and loan association. Stafford loans are available to both undergraduate and graduate students. Repayment begins six months after the borrower graduates, withdraws, or drops below half-time status. Students may apply for a loan using the appropriate state or agency Stafford loan application. All students must complete the Free Application for Federal Student Aid (FAFSA) before the University can certify the Stafford loan application. The loan application and required documentation should be submitted to the Student Financial Assistance Office at least two months prior to the start of the term for which the loan is being requested.

## University Scholarships, Grants, and Employment

**Child of Disabled or Deceased Veteran (CDV)** . State universities in Indiana waive certain fees for children of service-connected disabled or deceased Veteran. The veteran must have received an honorable discharge and the student must be classified by the State as an Indiana resident for tuition purposes. At the time of application, waivers of the contingent fee are available for a total of four years of study (124 semester hours) under the CDV program including study at other state universities. This benefit is available for both undergraduate and graduate study.

Applications are available in the Student Financial Assistance Office and must be certified by the Indiana Department of Veteran Affairs in Indianapolis.

**Child of POW/MIA** . State universities in Indiana waive all fees for the child of any person who was a resident of Indiana at the time of entry into the U.S. Armed Forces and was classified as a prisoner of war (POW) or missing in action (MIA) after January 1, 1960. Eligible children must have been born before or during time parent served as a POW or was declared MIA. Contact the Student Financial Assistance Office for applications and information.

**Child of Indiana Police Officer or Firefighter Killed in the Line of Duty** . State universities in Indiana waive certain fees for the children of Indiana police officers or firefighters killed in the line of duty. The State waives the contingent fee for a maximum of 124 semester hours of study through age 23. This benefit may be used for undergraduate or graduate study. Full-time enrollment is required. Contact the Student Financial Assistance Office for more information.

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Graduate Assistantship . Students admitted to a graduate program and enrolled in a minimum of six graduate credit hours per semester may qualify for a limited number of graduate assistantships. In addition to pursuing a formal program of graduate study, a graduate assistant performs professional duties and assumes responsibilities commensurate with his/her educational background and experience. A graduate assistant receives a fee waiver and is paid wages for work performed. Applications are available in the Office of Graduate Studies.

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

Limitation on Participation . When institutional and/or state programs provide for payment of the same fees (e.g. contingent fee), the student will receive financial assistance from the program that pays the largest benefits. Students cannot apply awards to payment of fees for which the award was not intended.

### Financial Aid Transcripts Required

Financial aid transcripts for all prior Indiana postsecondary study also are required. For fee waivers as a child of an eligible parent, (veteran, POW/MIA, police officer or firefighter), student applicants must provide a copy of their birth certificate if the parent's surname is different from their own.

## FEES AND EXPENSES

### Contingent, Student Services, and Academic Facilities Fees

During 2000-2001, Indiana residents who are graduate students pay a combined contingent, student services, and instructional facilities fee of \$143.25 per semester hour.

At this rate, a graduate study load of 12 hours costs \$1,719 each semester.

The combined contingent and instructional facilities fees are used to help meet the cost of instruction, construction and maintenance of buildings, and library and laboratory resources. In return for the student services fee, students receive the benefit of student programs and other selected personal and cultural development activities.

NOTE: Registered students must remit payment by the due date on the billing statement. Fees may be paid by using MasterCard, VISA, Discover card, personal check, money order, or cash.

### Non-Resident Fees

Graduate students who are not residents of the State of Indiana must pay an additional non-resident fee of \$144.25 per semester hour. For students enrolled in 12 hours, this amounts to an additional \$1,731 each semester or a total of \$3,450 for a full semester's tuition and fees.

NOTE: The Board of Trustees sets fees annually, and it is normal for fees to increase slightly each year. Additionally, the Trustees may establish a new student activities fee in 2001-02 for students who wish to make maximum use of the newly opened Recreation and Fitness Center and participate in other student activities.



**Schedule of Fees**  
(Effective Fall Semester 2000)  
Per Semester Credit Hour

NOTE: Fees are set annually and students should expect fees to increase slightly.

<b>Undergraduate</b>	<b>Indiana Resident</b>	<b>Non-Resident</b>
Contingent Fee	\$68.75	\$ 68.75
Student Services Fee	10.50	10.50
Instructional Facilities Fee	18.00	18.00
Non-Resident Fee		141.00
<b>Total</b>	<b>\$97.25</b>	<b>\$238.25</b>
<b>Graduate</b>		
Contingent Fee	\$114.75	\$114.75
Student Services Fee	10.50	10.50
Instructional Facilities Fee	18.00	18.00
Non-Resident Fee		144.25
<b>Total Fee</b>	<b>\$143.25</b>	<b>\$287.50</b>

### Special Fees and Refund Policies

**Application Fee.** Students submitting an application for graduate studies, programs, non-degree seeking or guest status must remit a \$25 non-refundable application fee made payable to  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ .

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

**Breakage Fee .** A breakage fee is charged in various laboratories for laboratory equipment which is either non-returnable or which is not returned in good condition.

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

Students who register for three or fewer hours per fall or spring semester will not be charged a Campus Services Fee. The fee for summer will be \$7.75.

**Change of Schedule Fee .** A student who initiates a change of schedule will pay a fee of \$15.

**Distance Education Fee .** A fee of \$25 per credit hour is assessed to students who are enrolled in distance education courses. Distance Education courses may also have additional fees that are course specific.

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

**Health Services Fee .** The  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$  Student Health Center provides students with services typically offered in a primary care setting. The enrollment fee of \$37 per semester covers office visits and certain basic services. The Center also accepts most health insurance programs.

**Laboratory Fees .** Charges ranging from \$20 to \$100 are made to all students who enroll in selected laboratory and studio courses. These charges and courses are identified at each registration period.

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**Late Registration Fee** . A fee of \$25 will be assessed to a student who fails to complete registration, including payment of fees on the dates and within the hours specified in the published procedure for registration for any semester or summer term.

**Parking Fee** . A student who parks a vehicle on campus will be assessed a parking fee. Students who register for three or fewer hours per semester will be charged \$5. Students who register for more than three and fewer than eight credit hours per semester will be charged \$10. Students who register for eight or more credit hours per semester will be charged \$15. The fee per summer session will be \$5.

**Parking Fine** . The Office of Safety and Security may assess fines for parking and traffic violations in accordance with [A++«ø°E traffic regulations](#).

**Payment Plan Fee** . Students who choose to use the University Payment Plan are charged a \$30 fee. Students who fail to make a scheduled payment will be assessed a \$25 late payment penalty.

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

**Refund Policy** (fall and spring semesters). Students who drop one or more courses during the first week of a semester will receive a 90 percent refund of fees; during the second week of a semester, an 80 percent refund; during the third week of a semester, a 70 percent refund; and during the fourth week of a semester, a 60 percent refund. No refund will be made for courses dropped thereafter. This policy is applicable to both class schedule changes and withdrawals from the University.

## Academic Information and Policies

### General Requirements

A master's degree is awarded to a student upon completing an approved graduate curriculum, earning a minimum of 30 semester hours of graduate credit, and conforming to all rules and regulations of the Office of Graduate Studies. A comprehensive project or thesis may be required in some programs.

The degree requirements of certain programs may exceed those of the Office of Graduate Studies noted above.

The student should contact the appropriate program director for information about specific program requirements.

### Academic Year

The University's academic year includes two semesters and three five-week summer sessions. The academic calendar is published for each term in the Schedule of Classes.

### Regulations

The University reserves the right to amend or otherwise change the requirements regarding admission, and to drop, add, or change the arrangement of courses, curricula, the requirements for retention, graduation, degrees, and other regulations of the Office of Graduate Studies. Such regulations shall be effective whenever determined by the appropriate faculty and administrative bodies; they may govern both old and new students. The University Code of Conduct describing policies covering the general behavior of students is published in Student Rights and Responsibilities in this University bulletin. It is also available from the Office of Dean of Students.

### Enrollment and Registration

Registration for graduate work that is to be applied toward a degree requires a valid current admission to a graduate program.

When all conditions for registration have been met, students can pick up registration materials. Graduate students must consult with advisors and have courses approved. The registration process will take place as outlined in the Schedule of Classes for each semester or summer term.

### Student Load

1. During a regular semester the full-time course load of any combination of graduate and undergraduate courses is 12 semester hours. When exceptional situations prevail, the student may request permission to enroll for additional hours. Such permission must have the approval of the advisor, the program director, and the director of Graduate Studies. A student enrolled in fewer than nine hours of graduate work is classified as a part-time student.
2. During a summer term of five weeks, a full-time graduate load may range from four to six semester hours, with six being the maximum. Persons enrolled in organized courses of less than five weeks' duration may

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earn no more than one semester hour for each week in residence. Under no circumstances will a student be permitted to earn more than six semester hours of graduate or any combination of graduate and undergraduate credit during a summer term of five weeks.

### Enrollment Status for Financial Aid

See the section on Graduate Financial Assistance for enrollment minimums for eligibility for assistance.

### Course Numbering System

Courses bearing the catalog number 500 or higher carry graduate credit. Courses numbered in the 500 series usually have 400-series counterparts that are open to undergraduate students. Excluding exceptional circumstances, courses numbered 600 and higher are open to graduate students only.

### Residence, Transfer, and Extension Credit

1. The Office of Graduate Studies may accept for transfer as many as 12 semester hours of credit earned at other colleges and universities accredited for masters or higher-level study by the North Central Association of Colleges and Secondary Schools or a comparable regional accrediting association. The total grade average in such study must be B or above and no grade lower than B will be accepted. All transfer work must be approved in advance by the student's graduate advisor and by the director of Graduate Studies.
2. Within the Office of Graduate Studies limit noted in item 1, each graduate program determines the number of transfer hours acceptable. The Office of Graduate Studies will accept no more than those determined acceptable by the respective graduate program. The student must consult the appropriate graduate program director for such information. All transfer hours must be appropriate to the particular program in which the student is enrolled.
3. Correspondence study will not count toward a graduate degree at this University, and such credit cannot be transferred from another institution.

### Progress Toward Degree

During the period of study leading to the master's degree, a graduate student must show evidence of sound scholarship. The following standards must be met to retain "good standing" as a graduate student:

1. Maintain a B average or better in all graduate work (higher GPA may be required in certain programs).
2. Maintain continuous enrollment in graduate work. Any student admitted to graduate studies and to a graduate program who has not enrolled and received graduate credit for work at  $\geq 3.0$  for a period of longer than one calendar year from his or her last enrollment must reapply to the program.
3. Complete degree requirements, including a minimum of 30 hours of graduate credit, within seven years of enrollment in the first course(s) counting for degree credit in the program or retake or validate courses exceeding this time limit.

A student who fails to meet these standards or others specified by individual graduate programs may be placed on probation, suspended from graduate study, or dismissed from the University. The director of Graduate Studies and the Graduate Council will determine appeals of those decisions in such matters.

### Retention

A student admitted to graduate study must maintain a grade average of B (3.0) or better in all graduate work. A student whose grade point average drops below a 3.0 will be placed on probation and may be suspended from graduate study.

### Probation and Dismissal Policy

1. Graduate program GPA (GPGPA)\* below 3.0  
Upon dropping to a GPGPA below 3.0, a student is placed on academic probation. The director of the student's graduate program is responsible for notifying the student of such action. A student may remain on probation for up to 12 credit hours of graduate work. If after the additional 12 hours of graduate work have been completed, the GPGPA is not 3.0 or above, the student shall be academically dismissed.

\*Graduate Program GPA: A cumulative grade point average of all  $\geq 3.0$  graduate courses taken (courses numbered 500 and higher) except graduate survey courses numbered "501" in the MBA program.

2. GPGPA below 2.5  
If the GPGPA drops below 2.5, a student shall be academically dismissed unless it is possible to bring the GPGPA up to 2.5 in no more than six additional hours of graduate work.

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### 3. Appeal Option

A student who is academically dismissed may appeal that dismissal to the appropriate graduate faculty committee within his or her program of study. The reason for the appeal should be stated clearly in writing.

### Interruption of Program

Any student admitted to a program of graduate study who has not been continuously enrolled and receiving graduate credit each semester of the academic year must apply for readmission in the Office of Graduate Studies. The student will be required to follow the regulations in effect at the time of readmission.

### Time Limitation

In order to count toward a master's degree, course work must be completed within seven years of a student's enrollment in the first course(s) counting for degree credit in the program. For courses that exceed this time limit, students must either validate the previous credit or retake the course(s) to meet degree requirements. A faculty member identified by the program director sets validation requirements.

### Validating Course Work

To validate a course, the student files a validation petition form obtained from the program director. The form is filed in the student's program office until the student completes the validation requirements. When the course has been validated, the program director files the completed form with the Office of Graduate Studies and it becomes part of the student's permanent file.

### Class Attendance

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

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

### Administrative Withdrawal for Non-Attendance

Students who are absent one-half or more of the class meetings without excuse during weeks two through four of a semester will be notified by letter to their permanent address of the possibility of their being administratively withdrawn from their class. The students so notified will be given until the end of the seventh week (mid-term) to meet with their instructors to resolve the situation. The instructor of the class may complete the process of an administrative withdrawal of the student (at mid-term) if the situation is not resolved.

### General Student Policies

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

### Grading

The following grading standards apply to graduate work:

Grade	Type of Graduate Work
A	Excellent
B+	Above average
B	Average
C+	Below average
C	Below average (minimal passing grade for graduate credit)
F	Failure

In computing scholastic averages, the following point ratios are used: A = 4.0, B+ = 3.5, B = 3.0, C+ = 2.5, C = 2.0. An average of at least 3.0 is required to remain in good standing. This is to be considered the minimum graduate program requirement and may be higher in specific programs.

In general, incomplete grades may be given only at the end of a semester or term to those students whose work is passing but who have left unfinished a small amount of work—for instance, a final examination, a paper or a term project—which may be completed without further class attendance, or to students who have unfinished theses or graduate research projects. Course instructors may, at the time the incomplete is given, place a time limit for removal of an incomplete grade. The instructor must submit to the Registrar's Office a statement describing the work to be completed by the student receiving an incomplete grade. In the event that the instructor from whom a student received an incomplete grade is not on

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campus, the disposition of a case involving an incomplete grade resides with the appropriate chairperson or dean.

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

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

### Grade Point Average (GPA)

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

### Course Repeat

Graduate courses taken at the University may not be repeated for possible grade point average improvement. The grades received of all repeated courses will remain on the transcript and will be used for grade point average computation.

### Academic Grievance

If a student has a possible grievance with a faculty member, the procedures for filing a grievance are outlined in the student code of conduct in the Student's Rights and Responsibilities section in this bulletin.

### Class Schedules

A schedule of University class offerings is prepared for student use for each semester and the summer sessions. The class identification number, time, day, title, course number, semester hours, instructor and room are listed. General information concerning admission, registration, and gradu-

ation is also provided. The Schedule of Classes is available at the Office of Graduate Studies and [www.usi.edu/schedules.htm](http://www.usi.edu/schedules.htm) prior to each semester or summer session.

### Schedule Revisions

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

### Schedule Revisions-Academic Year

1. Prior to the start of the term (100 percent credit):
  - a. After early registration and through the published bill due date, a student may add or drop courses in person at the Office of the Registrar by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Students may also add or drop courses via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Refer to the Schedule of Classes for automated processing information.
  - b. If a student completes the early registration and fee payment process, there is an additional opportunity to make schedule changes on Registered Students Change Day before the semester begins. Only the student's signature is required.
2. During the first week of the term (90 percent credit\*):
  - a. Students may add or drop *full term* courses via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Each time a schedule revision to add a class is initiated, a \$15 fee is charged\*. Refer to the Schedule of Classes for processing information.
  - b. A student may add or drop courses in person at the Office of the Registrar by submitting a Schedule Adjustment form. Only the student's signature is required. Each time a Schedule Adjustment form to add a class is initiated, a \$15 fee is charged\*.
3. Beginning the second week of the term, through the end of the week before final exams (80 percent credit or less\*): Automated schedule changes (Web or telephone) are not available beyond the first week of the term. A student may add or drop courses in person by submitting a Change of Class Schedule form to the Office of the Registrar. The form requires the sig-

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natures of the instructor of each course being dropped or added, the student's academic advisor, and the student. NOTE: Only in exceptional circumstances will students be allowed to add a course after the first week of the term. Each time a Change of Class Schedule form to add a class is initiated, a \$15 fee is charged\*.

Grading: No grade is recorded for classes dropped prior to the second week of the term. A student who completes a Change of Class Schedule procedure beginning the second week of the term through the ninth week of the term will receive a W for all courses dropped. A student who completes a Change of Class Schedule procedure during the 10th week of classes through the last day of classes before final exam week will receive the grade W if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student will receive a grade of F. Note: courses meeting less than a complete term have different dates. Contact the Office of the Registrar for these dates.

\*Fees/Refunds: The fees and expenses section of this bulletin details refunds for dropped courses. Fees for added courses or refunds for dropped courses will be billed/refunded by mail at a later date, by the Cashier's Office.

### Schedule Revisions-Summer Sessions

1. Prior to the start of the term (100 percent credit):  
After early registration and through the published bill due date, a student may add or drop courses in person at the Office of the Registrar by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Students may also add or drop courses via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Refer to the Schedule of Classes for automated processing information.
2. During the first two days of the term (90 percent credit\*):
  - a. Students may add or drop *full term* courses via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Each time a schedule revision to add a class is initiated, a \$15 fee is charged\*. Refer to the Schedule of Classes for processing information.

- b. A student may add or drop courses in person at the Office of the Registrar by submitting a Schedule Adjustment form. Only the student's signature is required. Each time a Schedule Adjustment form to add a class is initiated, a \$15 fee is charged\*.

3. Beginning the third day of the term, through the last day of class before the final exam (80 percent credit or less\*): Automated schedule changes (Web or telephone) are not available beyond the first two days of the term. A student may add or drop courses in person by submitting a Change of Class Schedule form to the Office of the Registrar. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. NOTE: Only in exceptional circumstances will students be allowed to add a course after the first two days of the term. Each time a Change of Class Schedule form to add a class is initiated, a \$15 fee is charged\*.

Grading: No grade is recorded for classes dropped prior to the third day of the term. A student who completes a Change of Class Schedule procedure beginning the third day of the term through the third week of the term will receive a W for all courses dropped. A student who completes a Change of Class Schedule procedure during the fourth week of classes through the last day of classes before the final exam will receive the grade W if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student will receive a grade of F. Note: cross-term courses and courses which meet less than a complete term have different dates. Contact the Office of the Registrar for these dates.

\*Fees/Refunds: The fees and expenses section of this bulletin details refunds for dropped courses. Fees for added courses or refunds for dropped courses will be billed/refunded by mail at a later date, by the Cashier's Office.

### Withdrawal from the Semester/Term

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

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## Withdrawal from the Semester/Term-Academic Year

1. Prior to the start of the term (100 percent credit):  
After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Until the form is processed by the Office of the Registrar, the student is still registered in the courses. Students may also withdraw via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Refer to the Schedule of Classes for automated processing information.
2. Beginning the first day of the term, through the end of the week before final exams (90 percent credit or less\*): Students may withdraw from the term using a Withdrawal From All Classes form. Only the student's signature is required. The completed form must be returned to the Office of the Registrar for processing. Until all steps in the procedure have been completed, a student is still enrolled in the courses. During the first week of the term only, students may also withdraw via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Automated withdrawals are not available beyond the first week of the term. Refer to the Schedule of Classes for automated processing information.

**Grade Determination:** A student who completes a Withdrawal From the Semester/Term procedure beginning the first day of the term through the ninth week of the term will receive the grade of W for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the 10th week of the term through the last day of classes preceding final exam week will receive the grade of W if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student will receive a grade of F. Note: courses meeting less than a complete term have different dates. Contact the Office of the Registrar for these dates.

**Financial Aid:** If a student receives financial aid but is unsure of the impact a Withdrawal From the Semester/Term will have on that financial aid, it is recommended that the student contact the Student Financial Assistance Office. Students with a Stafford Loan must schedule an exit interview with the Student

Financial Assistance Office. Failure to complete the exit interview will prevent the release of the student's academic transcript.

**\*Fees/Refunds:** The fees and expenses section of this bulletin details refunds made upon withdrawal from the semester/term. Refunds for dropped courses will be refunded by mail at a later date, by the Cashier's Office.

## Withdrawal from the Semester/Term-Summer Sessions

1. Prior to the start of the term (100 percent credit):  
After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Until the form is processed by the Office of the Registrar, the student is still registered in the courses. Students may also withdraw via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Refer to the Schedule of Classes for automated processing information.
2. Beginning the first day of the term, through the last day of classes before the final exam (90 percent credit or less\*): Students may withdraw from the term using a Withdrawal From All Classes form. Only the student's signature is required. The completed form must be returned to the Office of the Registrar for processing. Until all steps in the procedure have been completed, a student is still enrolled in the courses. During the first two days of the term only, students may also withdraw via the automated systems (Web or telephone), using their Social Security number and security code number (PIN). Automated withdrawals are not available beyond the first two days of the term. Refer to the Schedule of Classes for automated processing information.

**Grade Determination:** A student who completes a Withdrawal From the Semester/Term procedure beginning the first day of the term through the third week of the term will receive the grade of W for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the fourth week of the term through the last day of classes before the final exam will receive the grade of W if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student will receive a grade of F. Note: cross-

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term courses and courses which meet less than a complete term have different dates. Contact the Office of the Registrar for these dates.

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

**\*Fees/Refunds:** The fees and expenses section of this bulletin details refunds made upon withdrawal from the semester/term. Refunds for dropped courses will be refunded by mail at a later date, by the Cashier's Office.

### Elimination from a Program

Inappropriate professional conduct is grounds for termination of admission. Students may be eliminated from a graduate program "for cause" by the director of Graduate Studies on the basis of recommendation from the advisor, graduate committee (if one exists), and graduate program director. "For cause" includes professional judgment of the graduate faculty of the program involved and the director of Graduate Studies that the student does not meet the academic or professional standards required for a student earning a graduate degree in that area.

### Workshop Credits

Individual degree programs set the number of semester hours earned in workshop courses applicable toward the master's degree. As a general rule, no more than eight semester hours of workshop credit will be accepted. The student's graduate program director and the Office of Graduate Studies must approve petitions for more than eight hours.

### Graduation

A candidate for graduation should file with the Office of the Registrar a formal application for graduation and a diploma form no later than the third week of the semester preceding his or her final semester before May commencement. The application for graduation may be obtained from the student's graduate program director. The diploma form may be obtained at the Office of the Registrar.

### Petition Procedures

Students wishing to request an exception to any of the policies of the Office of Graduate Studies should contact that office for information about petition procedures.

### Second Master's Degree

A student with a master's degree from an accredited institution may be admitted to a second master's degree program at the University. The appropriate graduate program director may accept up to 12 hours of credits, and in consultation with the student, will advise on the remaining hours of the program. The limitation of seven years (see Time Limitation) does apply on these remaining hours. All regular requirements for the master's degree program also must be met.

### Library Fines

Library fines are assessed for overdue books.

### Encumbrance

Students who have a financial obligation to the University will have their future registrations encumbered and their records, transcripts, and diploma will not be released until the obligation has been met.

### Transcript Fee

There is no fee charged for transcripts of record issued.

## FIELDS OF STUDY

### Master of Arts in Liberal Studies

812/464-1753

#### Program Objectives

The Master of Arts in Liberal Studies (MALS) provides a postgraduate credential for individuals who seek personal enrichment and whose careers would be enhanced by a formal course of graduate study, but who prefer an interdisciplinary approach. The program is a viable alternative for educators seeking professional development and for meeting state license renewal requirements. In sum, the program provides an opportunity for individuals from a variety of careers to acquire graduate-level skills and knowledge from the perspective of several academic disciplines. The program, in some instances, might be an appropriate step toward further degree work.



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## Admission Requirements

In addition to the regular requirements for admission to graduate study at [A++«°È](#), admission to the MALS program requires the following:

- a resume
- a written statement of candidate interest (500 words)
- recommendations by three individuals who know the candidate well (Recommendation forms are provided by the Office of Graduate Studies.)
- an interview with the MALS director.

Because of the interdisciplinary, non-traditional nature of the program, the GRE exams are not required. Students should submit all materials to the Office of Graduate Studies at least one month prior to the entry date sought. An interview will be arranged after all other materials are on file.

## Curriculum

The Master of Arts in Liberal Studies degree requires 33 credit hours of graduate-level work (as follows):

I. Core Courses	
A. Humanities Seminar	3 credit hours
B. Social Science Seminar	3 credit hours
C. Science Seminar	3 credit hours
II. Individual program of courses	18 credit hours
III. Capstone Experience	6 credit hours
A. Capstone Project/Thesis (Option 1)	
B. Capstone Courses (Option 2)	
Total	33 credit hours

The core courses are required of all students. The Capstone Experience part of the program has two options. Students must maintain a grade average of B (3.0) or better in the program. At least two of the three core courses must be completed with final grades of B or better. No course with a grade lower than C (2.0) will be counted toward the degree.

### I. Core Courses (9 hours)

Each core course emphasizes the analysis of a major liberal arts and sciences topic or theme. The rigor of this analysis will be in keeping with a graduate-level seminar. Ample opportunity will be provided for seminar participants to discuss practical applications of their new knowledge.

### II. Individual Program of Courses (18 hours)

The director of the MALS program or a member of the graduate faculty assigned by the director will consult with each student about appropriate courses to include in an 18-hour individual program of study. Choices can be made from among graduate-level courses offered in the areas of the sciences, social sciences, and humanities. In some instances appropriate graduate courses are available in other graduate programs at [A++«°È](#). Special topics, arranged, and independent studies courses are a frequent option among MALS course offerings. Distance Education courses are also possible. Those offered by other institutions qualify if they do not exceed the 12-hour transfer limit and are approved by the MALS director.

### III. Capstone Experience (6 hours)

In addition to working with the student in developing a coherent course of study, the graduate advisor will also help the student decide on the appropriate Capstone Experience.

A. Capstone Project. [A++«°È](#) midway through the program and after completion of the core, each student who is considering this option should discuss a project topic with the MALS director or with whomever would be serving as the chair of the Capstone Project Committee. The Capstone Project Committee must consist of three members. The chair of the committee should be a member of the [A++«°È](#) graduate faculty. The two other members can be sought with the help of the committee chair or the MALS director, who must approve these two members. The project must be of a nature to warrant six hours of graduate credit. Each project will be thoroughly evaluated by the Capstone Project Committee and approved by at least two members of the committee, one of whom must be the chair. In general, the projects should yield a written piece of work, although products such as artistic creations and Web sites also may be acceptable. Interested students will be encouraged to develop capstone projects that could contribute in some meaningful way to the various communities to which they belong. The project will stress problem solving and knowledge application and synthesis. Students under this option may also write and present two essays for formal examination. These essays would be similar to a more traditional master's thesis and would normally consist of revised and expanded work from previ-

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ous courses. In this instance the chair of the Capstone Project Committee would more than likely be a teacher from such courses.

- B. Capstone Courses. This option consists of six hours of Capstone courses: the Capstone Elective and the Capstone Graduating Seminar. The Capstone Elective can be any one of the 600 level courses including alternative versions of core courses that the student has not taken. Ideally, the Capstone Elective is taken in the semester preceding or in the semester that the student is taking the Capstone Graduating Seminar. Students completing the degree with the project option can take the Graduating Seminar, with permission of the program director, as an elective. For those students completing the degree with the Capstone Courses option, the Capstone Graduating Seminar should not be taken until the student has completed at least 24 hours of course work including all the core courses.

## Master of Business Administration

### 812/464-1926

#### Program Objectives

The Master of Business Administration (MBA) program is a generalized degree that is tailor made for individuals who seek to become the business leaders of tomorrow. The unique nature of the MBA degree is well suited for all individuals, regardless of their background or experience. The MBA program has been specifically designed to foster and enhance the managerial skills and capabilities of our students. Our main objective is to assist business professionals in developing the knowledge necessary to be leaders in the highly competitive business world. In order to accomplish this goal, the MBA program focuses on developing the following core competencies:

- Developing skills in the areas of leadership, team building, and communication that are appropriate for business executives;
- Providing a detailed knowledge base in all business functions and their interrelationships;
- Understanding applied quantitative, qualitative, and behavioral tools of business analysis and decision-making;
- Enhancing the ability to think critically, creatively, and strategically within a global business context;

- Developing the ability to recognize ethical considerations in decision-making;
- Providing knowledge of and experience with technology and its application in business settings; and
- Improving communication and decision-making skills through utilization of the most current information technology.

#### Admission Requirements

The MBA program seeks students of demonstrated aptitude and scholarship who aspire to become leaders in the business world. Applicants interested in pursuing the MBA degree must submit the following to the Office of Graduate Studies before an admission decision can be made:

- an application;
- official transcripts of all previous college work;
- GMAT (Graduate Management Admission Test) score;
- the \$25 non-refundable application fee made payable to  $\hat{A} \pm \pm \ll \emptyset \hat{E}$ ;
- a summary of professional work experience.

In making admission decisions, the director of the MBA program considers the applicant's GMAT score, undergraduate academic achievement, leadership potential, and professional work experience.

All admission materials must be received by the Office of Graduate Studies at least one month prior to entry date sought.

The MBA director considers each individual application to the program and selects for admission those who show high promise for success in graduate study. No admission decisions will be made until all required documents have been received.

#### International Students

Scores for the Test of English as a Foreign Language (TOEFL) are required of all applicants whose native language is not English, unless the student has previously earned a degree from an American institution. No admission decisions will be made until a TOEFL score has been received.

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## Curriculum

The MBA curriculum is designed to provide the educational foundation crucial for success in today's dynamic business world. All graduate classes are taught by doctorally qualified faculty. Graduate faculty are actively engaged in scholarship and consulting activities, which insures that students receive the most up-to-date information in any given field of study.

### A. Foundation Skills

All candidates for admission to the MBA program must demonstrate proficiency in basic computer skills. Proficiency may be established by successfully completing college-level course work within five years of admission to the MBA program or by passing a proficiency test provided through the MBA office.

### B. Survey Courses (up to 12 credit hours):

Students whose undergraduate educational preparation does not include accounting, economics, finance, marketing or statistics need to take the appropriate graduate survey courses:

ACCT 501	Survey of Accounting
ECON 501	Survey of Economics
FIN 501	Survey of Finance
MKTG 501	Survey of Marketing
DSCI 501	Survey of Statistics

All survey courses must be completed prior to taking the corresponding core class and/or more than 12 hours of the graduate core.

### C. Graduate Core (36 credit hours):

The MBA core consists of the following ten required courses and two additional elective courses (one required course may be waived based upon the student's educational background, thus allowing for three elective courses).

ACCT 601	Managerial Accounting
CIS 601	Management Information Systems
DSCI 601	Quantitative Methods for Business Decisions
DSCI 602	Operations Management
ECON 601	Managerial Economics
FIN 601	Financial Management
MKTG 601	Marketing Strategies
MNGT 601	Organizational Behavior
MNGT 602	Business, Government and Society
MNGT 681	Strategic Management

Depending upon the undergraduate background of the student, up to 9 hours of electives are available to allow more exposure in areas of particular interest.

## Electives

ACCT 611	Financial Statement Analysis
ACCT 699	Independent Study
BLAW618	Business and the Legal Environment
CIS 627	Systems Development
CIS 699	Independent Study
DSCI 621	Managerial Applications of Statistical Analysis
DSCI 699	Independent Study
ECON 631	Business Cycles and Forecasting
ECON 699	Independent Study
FIN 642	Financial Institutions and Markets
FIN 643	Investments
FIN 699	Independent Study
MNGT 508	Collective Bargaining and Industrial Relations
MNGT 541	Wage and Salary
MNGT 544	Managing Diversity in Organizations
MNGT 651	International Business
MNGT 652	Human Resource Management
MNGT 699	Independent Study
MKTG 538	Marketing Research
MKTG 571	International Marketing
MKTG 699	Independent Study

## Focus and Benefits

The focus of the MBA program is to offer the highest quality program available in the region and to award graduates a degree recognized throughout the United States and around the world. The MBA program is accredited by AACSB-The International Association for Management Education.

The MBA degree will accomplish the following:

- Enhance management training for someone with a technical background and a desire to broaden career opportunities;
- Provide career change and/or advancement opportunities;
- Provide a professional, intellectually stimulating, and challenging experience;
- Improve leadership and interpersonal skills, open new doors, and prepare business leaders;
- Network with students from diverse backgrounds and industries;
- Acquire new insights and perspectives from stimulating classroom experiences; and
- Provide opportunities for professional and personal development.

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## Evening MBA Program

Acquiring an MBA is a major commitment, especially for working professionals. One of the strengths of the

Evening MBA is its flexibility. A part-time student can complete the program in three to four years; a full-time student can complete the MBA degree requirements in sixteen months. The Evening MBA program is designed with the working professional in mind.

## Master of Science in Accountancy 812/464-1926

### Program Objectives

The Master of Science in Accountancy (MSA) program is designed to build upon the knowledge obtained at the baccalaureate level. The program will further students' personal and professional development by providing additional depth in accounting, systems, and other business topics selected to meet each student's interest.

For those interested in sitting for the Certified Public Accountant exam, this degree will fulfill the 150-hour state requirement of university education for Indiana, Illinois, and Kentucky.

### Admission Requirements

Individuals who are interested in applying for the Master of Science in Accountancy program must first make application to the Office of Graduate Studies. Applicants must be admitted to graduate study under the University Graduate Policies and then must be accepted into the MSA program by the School of Business. MSA applicants must take the standardized Graduate Management Admission Test (GMAT). Requests for application materials should be addressed to the Office of Graduate Studies.

To be considered for admission to the MSA program, the applicant must submit to the Office of Graduate Studies:

- an application;
- official transcripts of all previous college work;
- GMAT scores;
- \$25.00 non-refundable application fee made payable to the University;
- brief summary of prior work experience.

All admission materials must be received by the Office of Graduate Studies at least one month prior to the entry date sought. Transcripts will be accepted as official only when sent by the registrar of the institution to the Office of Graduate Studies.

Admission to the Master of the Science of Accountancy involves the review of multiple factors such as undergraduate grade point average and the GMAT performance. In addition, leadership potential, as evidenced by professional work experience, is considered in the admission decision.

Candidates for the Master of Science in Accountancy with an undergraduate accounting degree will have the appropriate preparation.

Prospective students with degrees in business disciplines other than accounting must complete the following accounting foundation courses unless they have successfully completed the undergraduate equivalent of these courses:

ACCT 303	Intermediate Accounting I
ACCT 304	Intermediate Accounting II
ACCT 311	Tax Accounting I
ACCT 312	Tax Accounting II
ACCT 315	Cost Accounting
ACCT 415	Auditing

Prospective students with non-business degrees must complete the three accounting foundation courses listed above and the following business foundation courses unless they have successfully completed the undergraduate equivalents:

ACCT 501	Survey of Accounting
DSCI 501	Survey of Statistics
ECON 501	Survey of Economics
FIN 501	Survey of Finance
MKTG 501	Survey of Marketing

Scores for the test of English as a Foreign Language (TOEFL) are required of applicants whose native language is not English, unless they hold a bachelor's or higher degree from a United States institution of higher education.

Incoming students are expected to have satisfactory competency in computer skills. Competency may be established by (1) having earned a grade of "C" or higher in a college level micro-computer applications course, or (2) work experience as approved by the program director.

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## Curriculum

The Master of Science in Accountancy program requires the completion of 30 semester hours:

15 hours in accounting with an emphasis on the needs of practicing accountants  
3 hours of business law  
3 hours finance  
9 hours electives

The accounting course work must include at least 15 semester hours in courses reserved exclusively for graduate students. All elective course work must be approved by the student's graduate advisor and must fit the student's objectives and career plans. Therefore, the elective part of the program should not be a random choice but should reflect a well-planned addition to each student's program.

The following courses are required of all Master of Science in Accountancy candidates:

Accounting core courses ((15 hours)

ACCT 601 Management Accounting  
ACCT 602 Seminar in Financial Accounting  
ACCT 603 Seminar in Taxation  
ACCT 604 Seminar in Accounting Information Systems  
ACCT 605 Seminar in Auditing

Business core courses (6 hours)

BLAW 618 Business Law  
FIN 601 Financial Management

Elective courses (9 hours)

MBA courses  
ACCT 698 Accounting Internship

## Master of Science in Education 812/465-7024

The Master of Science in Education degree programs involve advanced study designed to enhance the knowledge and skills of teachers in elementary, middle, junior high, and senior high schools. Programs are offered in elementary and secondary education. The programs blend studies of educational theory with analysis of current issues and practices in teaching. Students explore the ways in which knowledge and skills developed in the programs enhance classroom experience.

## Degree Requirements

- Admission to candidacy for the degree. Candidacy application to be completed after 18 semester hours of coursework.
- Completion of 33 semester hours of coursework with a grade point average of 3.0 or higher. Note: Students in the secondary education program must maintain a minimum 3.0 GPA in both teaching area(s) and professional education courses.
- Approval by the advisor of the completed graduate student portfolio.
- Completion of a formal application for graduation.

## MS in Education—Elementary Education Program

### Program Objectives

Students in this program learn to plan and evaluate curriculum for elementary schools and classrooms. They learn to analyze current issues and trends in education in light of educational research and historical and philosophical foundations of education. They learn to interpret educational research and to use research to improve teaching and learning. They develop an understanding of social forces and other factors which shape elementary school curriculum and of the process of curriculum development and change in elementary education. Students learn to plan and implement interdisciplinary learning experiences. They learn to analyze and evaluate teaching styles and methods and to make judgments about the appropriateness of specific teaching methods for achieving various learning outcomes. Students in the program are expected to use and evaluate emerging educational technologies and to use technology to access information sources.

### Admission Requirements

Applicants must be admitted to graduate study under University Graduate Policies and then be accepted into the M.S. in Education—Elementary Education Program by the Department of Teacher Education. Admission to the Elementary Education Program requires the following:

- Graduation with an overall GPA of 3.00 or higher with a bachelor's degree from a regionally-accredited college or university;

- Minimum GPA of 3.0 in all courses taken at the graduate level at all schools attended;
- Standard teaching license for elementary grades;
- Submission of scores from PRAXIS I or the core battery of the National Teacher Exam;
- Completed application and information forms.

A student who fails to meet one or more of the criteria may be granted probationary admission.

## Curriculum

### Master Teacher Studies

Teachers expand their knowledge and skills related to the teaching/learning process through courses that integrate technology into the learning environment, encourage teacher action research, investigate historical and philosophical influences in education, and explore new trends in curriculum. (12 Hrs.)

EDUC 565	Computers in the Curriculum
EDUC 601	Research in Education
EDUC 603	Historical and Philosophical Influences in Education
EDUC 614	Elementary School Curriculum (or EDUC 588 Middle School)

### Teaching and Learning Focus

Teachers need an opportunity to enhance their professional skills in current teaching areas, expand their knowledge in new areas, and also explore cutting edge issues and trends in education. Students can select from courses in a wide range of areas such as thinking skills, technology, children's literature, inclusion, and content area offerings. (9 Hrs.)

Approved Elective 1  
Approved Elective 2  
Approved Elective 3

### Reflective Teacher Researcher

(Students must complete Master Teacher Studies courses prior to enrolling in this section.)

Teachers develop reflective teaching practices, emphasize interdisciplinary approaches to the teaching/learning process, and conduct action research as the culminating experience in their program. (12 Hrs.)

EDUC 641	Communication Skills
EDUC 642	Mathematics and Science
EDUC 643	Social Studies and Global Awareness
EDUC 674	Integrating Research Seminar in Elementary Education

## M.S. in Education—Secondary Education Program

### Program Objectives

Students in this program learn to analyze current issues and trends in education in light of educational research and historical and philosophical foundations of education. They learn to interpret educational research and to use research to improve teaching and learning. They learn to plan and evaluate curriculum and to implement new programs and practices in their classrooms. They learn to analyze and evaluate teaching styles and methods and to make judgments about the appropriateness of specific teaching methods in given subject areas and for specific objectives of instruction. Through experiences in the program, students learn to examine societal influences on education and to consider these influences in planning educational change. Students in the program are expected to use and evaluate emerging educational technologies and to use technology to access information sources.

### Admission Requirements

Applicants must be admitted to graduate study under University Graduate Policies and then be accepted into the M.S. in Education—Secondary Education Program by the Department of Teacher Education. Admission to the M.S. in Education—Secondary Education Program requires the following:

- Graduation with an overall GPA of 3.00 or higher with a bachelor's degree from a regionally accredited college or university;
- Minimum GPA of 3.0 in all courses taken at the graduate level at all schools attended;
- Standard teaching license in subject area in which graduate study is available at  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ ;
- Submission of scores from PRAXIS I or the core battery of the National Teacher's Exam;

- Completed application and information forms.

A student who fails to meet one or more of the criteria may be granted probationary admission.

## Curriculum

### Master Teacher Studies

Teachers expand their knowledge and skills related to the teaching/learning process through courses that integrate technology into the learning environment, encourage teacher action research, investigate historical and philosophical influences in education, explore new trends in curriculum, and examine evaluation in education. (15 Hrs.)

EDUC 565	Computers in the Curriculum
EDUC 601	Research in Education
EDUC 603	Historical and Philosophical Influences in Education
EDUC 611	Secondary School Curriculum (or EDUC 588 Middle School)
EDUC 621	Measurement and Evaluation

### Teaching and Learning Focus

Teachers need an opportunity to enhance their professional skills in current teaching areas, expand their knowledge in new areas, and also explore cutting edge issues and trends in education. Students are required to take a minimum of six hours in one licensed subject area. (12 Hrs.)

Approved Teaching Area Course 1  
 Approved Teaching Area Course 2  
 Approved Elective 1  
 Approved Elective 2

### Reflective Teacher Researcher

(Students must complete Master Teacher Studies courses prior to enrolling in this section.)

Teachers develop reflective teaching practices and conduct action research as the culminating experience in their program. (6 Hrs.)

EDUC 631	Analysis of Instruction
EDUC 671	Integrating Research Seminar in Secondary Education

## Master of Science in Industrial Management

812/464-1877

### Program Objectives

The graduate degree program in industrial management is designed to accommodate either of two objectives: increasing the breadth of an individual's education in various technical fields related to industrial management; or increasing the depth of education in a single technical specialty related to industrial management. The program should meet the needs of the employed individual who either seeks additional knowledge in subject areas that were not covered in his or her undergraduate degree program or desires to extend the knowledge acquired as an undergraduate or through employment experience. The primary purpose of the program is to provide knowledge of management concepts and modern technical innovations as applied to technically based enterprises.

### Admission Requirements

This master's degree program is intended for engineers, technologists, and scientists who are currently employed and who expect to be working in managerial positions which involve responsibility for manufacturing, design, production, and material-handling functions in a variety of technical and industrial enterprises. Applicants who have completed an undergraduate degree program in engineering or engineering technology with a GPA of 2.5 or better (on a 4.0 scale) will be admitted unconditionally. Applicants who have completed undergraduate degree programs in other areas will be considered for admission, but a preparatory phase of up to 18 credit hours may be required in order to prepare properly for the graduate program coursework. Courses required in the preparatory program can be tailored to meet the needs and objectives of individual students.

Because this degree program is intended primarily for employed individuals, all course offerings are made available in the evenings. Students can expect to enroll in a maximum of two courses per semester for the fall and spring semesters and one course during the summer. Thus, it is possible to complete the program in two calendar years assuming continuous enrollment at the maximum level. However, it is more realistic to expect that three calendar years will be required to complete the degree requirements.

## Curriculum

The degree requirements include 33 credit hours of course work. A core of 15 credit hours comprising courses in management and management science and ergonomics are required of all students. An additional 18 credit hours of approved supporting or elective courses complete the course requirements. Elective courses allow specialization in areas such as production management, quality control, or process control and instrumentation.

The elective course offerings and potential areas of specialization will permit students to tailor the program to meet specific professional development objectives without compromising relevance to current and prospective occupational responsibilities.

All core courses and required preparatory courses must be completed at the University unless a waiver is granted upon admission to the program. Elective courses may be offered in cooperation with other institutions or may be completed at other institutions provided that approval is obtained in advance from the student's graduate study advisor.

I. Core Curriculum	Hours
IM 602      Operations Systems Analysis and Modeling	3 hours
IM 611      Principles and Practices of Project Management	3 hours
MNGT 652    Human Resources Management	3 hours
IM 651      Analytical Techniques for Economic Evaluation	3 hours
IM 691      Leadership Project	3 hours

### II. Electives

Electives may be chosen from the following list to augment the core curriculum in any combination which meets the student's needs for career advancement, provided that in no case may the combination of core courses and chosen electives for any student include more than 15 semester hours of courses from among the offerings of the School of Business.

III. Electives may be chosen from graduate courses not listed below, provided that the chosen courses are approved by the student's faculty advisor and by the MSIM program director.		
IM 531      Industrial Safety		3 hours
IM 601      Special Studies in Industrial Management		3 hours

IM 614	Interpersonal Communication within Organizations	3 hours
IM 621	Human Factors in Design	3 hours
IM 625	Principles of Computer Aided Design and Manufacturing	3 hours
IM 698	Individual Study in Industrial Management	1-3 hours
BLAW 618	Business and the Legal Environment	3 hours
CIS 601	Management Information Systems	3 hours
DSCI 501	Survey of Business Statistics	3 hours
DSCI 546	Quality Improvements in Operations	3 hours
DSCI 601	Quantitative Methods or Business Decisions	3 hours
DSCI 602	Operations Management	3 hours
FIN 501	Survey of Finance	3 hours
FIN 601	Financial Management	3 hours
MNGT 544	Managing Diversity in Organizations	3 hours
MNGT 601	Organizational Behavior	3 hours
MNGT 602	Business, Government, and Society	3 hours
MNGT 651	International Business	3 hours
MKTG 501	Survey of Marketing	3 hours
MKTG 601	Marketing Strategies	3 hours

## Master of Science in Nursing 812/465-1154

### Program Objectives

The Department of Nursing offers a graduate program leading to the Master of Science in Nursing (MSN) degree. The objectives of the program are to prepare nurses at an advanced practice level who demonstrate professional leadership and foster a research climate in the practice of nursing. The graduate of the master's degree program is a clinician, administrator or educator who can:

1. synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
2. utilize critical thinking and independent judgment to manage and provide advanced nursing practice;
3. participate in systematic inquiry and research to improve nursing care and enhance nursing as a profession;



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4. integrate an understanding of legal, socioeconomic, political, and ethical forces that affect client care and the health care policy;
  5. collaborate with other health care professionals and consumers as leaders, advocates, and change agents to plan, implement, and evaluate health care and health care policy;
  6. provide leadership in maintaining and promoting the values of caring, accountability, competence, collegiality, life-long learning, and professional growth.

The MSN degree at the University of Southern Indiana offers the clinical nurse specialist (CNS), family nurse practitioner (FNP), acute care nurse practitioner (ACNP), nursing educator (NE), and nursing administrator (NA) options.

The Clinical Nurse Specialist is an advanced clinician holding a master's degree with a concentration in a selected area of clinical nursing. The clinical nurse specialist functions as an expert clinician, leader, researcher, case manager, and consultant. Total hours: 39

The Family Nurse Practitioner is an advanced-practice nurse who combines the holistic focus of nursing with the special skills and knowledge of medicine in providing primary health care services to all members of the family. Total hours: 42

The Acute Care Nurse Practitioner is an advanced practice nurse who combines the holistic focus of nursing with the special skills and knowledge of medicine in providing care to patients throughout their illness who are chronically, acutely or critically ill. Total hours: 42

The Nurse Educator is prepared to be an educator in schools of nursing with skills in curriculum development and implementation, teaching strategies for the classroom and clinical setting, and measurement of student and program outcomes. Total hours: 39

The Nurse Administrator is prepared for nursing management or nursing administration in the health care environment. Emphasis will be placed on finance, business management, information management, and marketing resources management evaluation. Total hours: 39

### Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Applications are not reviewed until all materials have

been received by the Graduate Nursing Admissions Committee. Applicants must be admitted to graduate study under University Graduate Policies before their materials can be reviewed by the Graduate Nursing Admissions Committee. (See Office of Graduate Studies, Admission to Graduate Studies). Part-time status options are developed individually for each student. Students must contact the Graduate Nursing Office, by email or phone, for an individual advising session four weeks after submitting admissions materials. The minimum criteria for admission to the Graduate Nursing Program are as follows:

1. A baccalaureate degree in nursing from an accredited school.
2. Minimum baccalaureate grade point average of 3.0 on a 4-point scale.
3. Satisfactory completion of a course in elementary statistics.
4. Licensure or eligibility for RN licensure in Indiana and/or the state in which clinical practice will occur.
5. Satisfactory TOEFL score for applicants from non-English speaking countries (550 for non-computerized tests or 213 for computerized tests).
6. One year or 2,000 hours of clinical practice.
7. Successful completion of the application process to both the Office of Graduate Studies and the Graduate Nursing Program.

### RN to MSN Program

Nurses with associate degrees or diplomas who meet admission requirements may enroll in the RN-MSN Program. This program is designed for nurses with three years of nursing experience who have the professional goal of a Master of Science in Nursing degree. Through an individualized assessment of nursing competencies, a planned study program will result in the achievement of both BSN and MSN degrees. The program is designed to build on prior learning and validation of professional expertise.

### Admission Requirements for the RN to MSN Program

1. Completion of an associate degree or diploma program in nursing.

2. Three years of current clinical experience as a registered nurse.
3. Valid, unrestricted, unencumbered RN license from the state in which the nurse is practicing.
4. Completion of a  $\tilde{\text{A}}_{\pm\pm\langle\emptyset\tilde{\text{E}}}$  admission application.
5. Completion of a  $\tilde{\text{A}}_{\pm\pm\langle\emptyset\tilde{\text{E}}}$  Nursing Program application.
6. Cumulative grade point average of 3.0 on a 4.0 scale in previous academic work.
7. International students must have a score of 550 on the written TOEFL test or 213 on the computerized TOEFL test.

### MSN Curriculum

To achieve the MSN degree all students complete the nursing core courses. Students choosing the CNS, FNP, ACNP, and NE options also complete the clinical core courses. Additional courses required in each specialty are indicated.

### MSN–Clinical Nurse Specialist

#### *Nursing Core Courses (15 hours)*

N612	Advanced Nursing Research	3
N613	Theoretical Basis for Advanced Practice Nursing	3
N614	Issues in Advanced Practice Nursing	3
N615	Nursing Synthesis	3
N616	Management of the Client in the Health Care System	3

#### *Clinical Core Courses (9 hours)*

N571	Advanced Health Assessment	3
N581	Advanced Concepts of Pathophysiology	3
N622	Clinical Pharmacology	3

#### *Clinical Nurse Specialist (15 hours)*

N645	Advanced Nursing Assessment and Intervention I	5
N646	Advanced Nursing Assessment and Intervention II	5
N647	CNS Role Integration	2
Elective		3

### MSN–Family Nurse Practitioner

#### *Nursing Core Courses (15 hours)*

N612	Advanced Nursing Research	3
N613	Theoretical Basis for Advanced Practice Nursing	3
N614	Issues in Advanced Practice Nursing	3
N615	Nursing Synthesis	3
N616	Management of the Client in the Health Care System	3

#### *Clinical Core Courses (9 hours)*

N571	Advanced Health Assessment	3
N581	Advanced Concepts of Pathophysiology	3
N622	Clinical Pharmacology	3

#### *Family Nurse Practitioner (18 hours)*

N654	Primary Care Nursing of Families I	6
N655	Primary Care Nursing of Families II	6
N656	FNP Practicum	6

### MSN–Acute Care Nurse Practitioner

#### *Nursing Core Courses (15 hours)*

N612	Advanced Nursing Research	3
N613	Theoretical Basis for Advanced Practice Nursing	3
N614	Issues in Advanced Practice Nursing	3
N615	Nursing Synthesis	3
N616	Management of the Client in the Health Care System	3

#### *Clinical Core Courses (9 hours)*

N571	Advanced Health Assessment	3
N581	Advanced Concepts of Pathophysiology	3
N622	Clinical Pharmacology	3

#### *Acute Care Nurse Practitioner (18 hours)*

N674	Management of Acutely Ill Adults I	6
N675	Management of Acutely Ill Adults II	6
N676	Management of Acutely Ill Adults III	6

### MSN–Nursing Education

#### *Nursing Core Courses (15 hours)*

N612	Advanced Nursing Research	3
N613	Theoretical Basis for Advanced Practice Nursing	3
N614	Issues in Advanced Practice Nursing	3
N615	Nursing Synthesis	3
N616	Management of the Client in the Health Care System	3

#### *Clinical Core Courses (12 hours)*

N571	Advanced Health Assessment	3
N581	Advanced Concepts of Pathophysiology	3
N622	Clinical Pharmacology	3
N645	Advanced Nursing Assessment and Intervention	3

#### *Nursing Education (12 hours)*

N671	Curriculum Development for the Nursing Educator	4
N672	Evaluation Strategies for the Nursing Educator	4

N673 Teaching Strategies for the  
Nursing Educator 4

### MSN–Nursing Administration

#### *Nursing Core Courses (15 hours)*

N612 Advanced Nursing Research 3  
 N613 Theoretical Basis for Advanced  
Practice Nursing 3  
 N614 Issues in Advanced Practice Nursing 3  
 N615 Nursing Synthesis 3  
 N616 Management of the Client in the  
Health Care System 3

#### *Nursing Administration (24 hours)*

N623 Individual and Group Behavior in  
Nursing and Health Care Organizations 3  
 N624 Administration of Nursing and  
Health Care Organizations 3  
 N625 Human Resources Management in  
Nursing and Health Care 3  
 N626 Economic Policies in Nursing  
and Health Care 3  
 N627 Nursing Informatics 3  
 N628 Financial Management in Nursing and  
Health Care Organizations 3  
 N631 Marketing and Competitive Strategies  
in Nursing and Health Care 3  
 N632 Business of Nursing 3

#### Electives

N570 Special Topics in Nursing 1-3  
 N574 Peri-operative Nursing 3  
 N576 Cardiovascular Surgical Nursing 3  
 N578 Rehabilitation Nursing 3  
 N582 Oncology Nursing 3  
 HP508 HIV/AIDS  
 HP535 Eastern Medicine: Alternative  
Complementary Health Care 3  
 HP570 Special Topics in Health Professions 1-3  
 HP584 Environmental Health 3  
 HP585 Epidemiology 3

## Master of Social Work

812/464-1843

### Program Objectives

The Social Work Department offers both a full-time and part-time graduate program leading to the Master of Social Work (MSW) degree. The MSW program is fully accredited by the Council on Social Work Education.

The MSW program currently offers a clinical concentration and a School Social Work specialization. The primary objective of the program is to prepare graduate-level students for entering advanced social work practice. Students are educated to work in a variety of social work settings utilizing a systems perspective.

The program offers four tracks: a full-time two-year track, a part-time four year track, an advanced standing track, and a part-time advanced standing track. The part-time tracks are offered in alternating years. Applicants for the advanced standing programs must have a Bachelor of Social Work (BSW) degree from a Council on Social Work Education accredited program. Students must apply to a specific “track” (e.g. two year full-time) and must stay on that track in order to complete a program of study leading to the MSW degree.

### Admission Requirements

All requests concerning admission to the MSW program should be addressed to the Social Work Department, A++«ø°E, 8600 University Boulevard, Evansville, Indiana 47712. Send a message to SocWork@usi.edu or telephone 812/464-1843 to request information. Students are mailed a packet, which includes the application for Graduate Studies, the MSW program application and a program brochure. A student may also receive information from the Web page at [www.usi.edu/edu/soc\\_work](http://www.usi.edu/edu/soc_work).

Each student will be applying to both the Office of Graduate Studies and the Social Work Department. Therefore, a student should submit applications to both. Admission decisions for the MSW program are based on a review of past academic performance, relevant work and/or volunteer experience, letters of recommendation, a personal statement, written academic or professional work, and an admissions interview when required. January 12 is the deadline for submission of the applica-

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tion. When the application deadline falls on a weekend, the application will be due the next business day. Applications are reviewed when all materials have been received by the Social Work Department MSW Admissions Committee. Students should note the MSW program admits students in the fall semester only. The minimum criteria for admission to the MSW program are as follows:

1. Admission to Graduate Studies is considered the first step in the process for applying to the MSW degree program.

International students will be required to meet additional requirements e.g., a score of 550 on the paper-based Test of English as a Foreign Language (TOEFL) or 213 on the computer-based version, an official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate work, *Supplemental Information Form F* for international students which includes a financial summary stating amounts and sources of support for the duration of study, and an international student transfer form if attending another school in the United States.

2. An earned bachelor's degree from an accredited college or university.
3. Students transferring from other graduate programs must submit evidence of good standing (verification forms are available from the Social Work Department) from that program.
4. Completion of the following prerequisite requirements:
  - a. Eighteen hours of social/behavioral sciences, one Introduction to Psychology course, one Introduction to Sociology course, and one Introduction to Political Science/American Politics course or American National Government course or equivalent content.
  - b. Human biology course or evidence of completed course content in human biology is required, i.e. knowledge of how we develop as human organisms throughout the life cycle. Subject matter may have been covered in one or several courses. Applicants are required to specify those courses that have included such content. (Courses will be evaluated on an individual basis.)
  - c. One social work research foundation course and one social work statistics foundation course. (Research and statistics courses from other disciplines will be evaluated on an individual basis.)

- d. Prerequisite course content older than 10 years will be reviewed for currency. Applicants may be required to "validate" those courses to ensure the applicant is prepared for the MSW program of study.
- e. Deficiencies in these prerequisites must be rectified before the student is eligible to be fully admitted into the program.

5. An overall 2.8 grade point average on a 4.0 scale on all undergraduate work completed; or a 3.0 grade point average on the last 60 credit hours taken in the undergraduate program. (Rare exceptions may be made on a case-by-case basis.)
6. Evidence of writing skills compatible with graduate-level standards. All written products submitted will be evaluated.
7. Evidence of potential to develop into a sound professional social worker. (A personal interview and/or additional evaluative data may be required of applicants.)
8. Successful completion of the application process.

NOTE: The program does not grant academic credit for life or work experience in lieu of social work courses or field content. It is the applicant's responsibility to provide all required materials to the Social Work Department by the application deadline.

### Advanced Standing Requirements

In addition to the minimum criteria for admission into the MSW program, to be admitted into the advanced standing (36 hour) program, a student must also meet the following minimum requirements:

- Graduation within the last seven years with a BSW from an undergraduate program accredited (or admitted to candidacy) by the Council on Social Work Education.
- A 3.0 GPA or above on a 4.0 scale in all courses on all undergraduate work completed; or a 3.0 grade point average in the last 60 semester hours, or equivalent, taken in the undergraduate program. (Rare exceptions may be made on a case-by-case basis.)

Advanced-standing students will have transcripts and/or program content evaluated to determine if first year content has been met.

Students may be required to present copies of course descriptions, course syllabi, and/or assignments in order to document that appropriate content has been covered in their previous course of study.

**Indiana Public Law 11-1994 and MSW Admission**  
In order to fully comply with Indiana Public Law 11-1994 (conviction of sexual offenses against children), the Social Work Department will conduct a criminal history check of students requesting admission to the Master of Social Work program. This check will be conducted at the point of admission and upon entering the field placement. A student who has been convicted of sex offenses against children as identified in P.L. 11-1994 will not be granted admission to or allowed to continue in the Master of Social Work program.

Individuals who were convicted of such crimes outside of the state of Indiana are required to report their intent to reside more than seven days in the area within Indiana to local law enforcement authorities having jurisdiction in the area of intended residence.

## Curriculum

Descriptions of the curriculum design for each of the four tracks for MSW students are as follows:

1. Full-time two-year track,
2. Full-time advanced standing track,
3. Part-time four-year evening track, and
4. Part-time advanced standing evening track.

1. Full-Time Two-Year Track (Required core 49 hours - Directed electives 12 hours)

Fall Semester	Hours
SOCW 503 The Social Welfare System	3
SOCW 504 Human Behavior and the Social Environment (I)	3
SOCW 506 The Foundation of Social Work Practice	3
SOCW 507 Social Work Research	3

Spring Semester	Hours
SOCW 505 Human Behavior and the Social Environment (II)	3
SOCW 508 Micro Systems: Individual, Group, and Families	3
SOCW 509 Macro Systems: Institutional & Community Systems	3
SOCW 510 Social Welfare: Policy and Service	3

Summer Semester (Includes First, Second, and Third Summer Terms)		Hours
SOCW 610 Human Diversity, Social Policy, and Social Work		3
SOCW 511 Graduate Field Placement (I)		3
SOCW 512 Integrated Field Placement Seminar (I)		1

### Second year

Fall Semester	Hours
SOCW 601 or 603-Specialization (I); Clinical Assessment and Differential Diagnosis	3
SOCW 608 Paradigms of Clinical Practice	3
Elective	3
Elective	3

Spring Semester	Hours
SOCW 602 or 604-Specialization (II); Clinical Planning and Treatment Process	3
SOCW 605 Practice Evaluation	3
SOCW 611 Graduate Field Placement (II)	4
SOCW 612 Graduate Field Placement Seminar (II)	2

Summer Semester (Includes First, Second, and Third Summer Terms)		Hours
SOCW 692 Advanced Graduate Social Work Project		3
Elective		3

2. Full-Time Advanced Standing Track (Required core 21 hours - Directed electives 15 hours)

Fall Semester	Hours
SOCW 507 Social Work Research	3
SOCW 601 or 603 Specialization (I); Clinical Assessment and Differential Diagnosis	3
SOCW 608 Paradigms of Clinical Practice	3
Elective	3

Spring Semester	Hours
SOCW 602 or 604 Specialization (II); Clinical Planning and Treatment Process	3
SOCW 605 Practice Evaluation	3
SOCW 611 Graduate Field Placement (II)	4
SOCW 612 Graduate Field Placement Seminar (II)	2

Summer Semester (Includes First, Second, and Third Summer Terms)	Hours	Spring Semester	Hours
SOCW 610 Human Diversity, Social Policy and Social Work	3	SOCW 602 or 604 Specialization (II); Clinical Planning and Treatment Process	3
SOCW 692 Advanced Graduate Social Work Project	3	Elective	3
Elective	3	Summer Semester (Includes First, Second, and Third Summer Terms)	Hours
Elective	3	Elective	3
3. Part-Time Four-Year Evening Track (Required core 49 hours - Directed electives 12 hours)		Fourth year	
First year		Fall Semester	Hours
Fall Semester	Hours	SOCW 605 Practice Evaluation	3
SOCW 503 The Social Welfare System	3	Elective	3
SOCW 504 Human Behavior and the Social Environment (I)	3	Spring Semester	Hours
Spring Semester	Hours	SOCW 611 Graduate Field Placement (II)	4
SOCW 505 Human Behavior and the Social Environment (II)	3	SOCW 612 Graduate Field Placement Seminar (II)	2
SOCW 510 Social Welfare: Policy and Service	3	Summer Semester (Includes First, Second, and Third Summer Terms)	Hours
Summer Semester (Includes First, Second and Third Summer Terms)	Hours	SOCW 692 Advanced Graduate Social Work Research Project	3
SOCW 610 Human Diversity, Social Policy, and Social Work	3	4. Part-Time Advanced Standing Evening Track (Required core 21 hours - Directed electives 15 hours)	
Second year		First year	
Fall Semester	Hours	Fall Semester	Hours
SOCW 506 The Foundation of Social Work Practice	3	SOCW 601 or 603 Specialization (I); Clinical Assessment and Differential Diagnosis	3
SOCW 507 Social Work Research	3	SOCW 608 Paradigms of Clinical Practice	3
Spring Semester	Hours	Spring Semester	Hours
SOCW 508 Micro Systems: Individuals, Groups, and Families	3	SOCW 507 Social Work Research	3
SOCW 509 Macro Systems: Institutional and Community Systems	3	SOCW 602 or 604 Specialization (II); Clinical Planning and Treatment Process	3
Summer Semester (Includes First, Second, and Third Summer Terms)	Hours	Summer Semester (Includes First, Second, and Third Summer Terms)	Hours
SOCW 511 Graduate Field Placement (I)	3	SOCW 610 Human Diversity, Social Policy, and Social Work	3
SOCW 512 Integrated Field Placement Seminar (I)	1	Elective	3
Third year		Second Year	
Fall Semester	Hours	Fall Semester	Hours
SOCW 601 or 603 Specialization (I); Clinical Assessment and Differential Diagnosis	3	SOCW 605 Practice Evaluation	3
SOCW 608 Paradigms of Clinical Practice	3	Elective	3

Spring Semester	Hours
SOCW 611 Graduate Field Placement (II)	4
SOCW 612 Graduate Field Placement Seminar (II)	2
Summer Semester (Includes First, Second, and Third Summer Terms)	Hours
SOCW 692 Advanced Graduate Social Work Project	3
Elective	3

### School Social Work Certificate Program

The following courses are offered as a part of the School Social Work Certificate Program. The School Social Work Specialization will require completion of seven courses and completion of the MSW. Two of the courses will be taken in the Department of Education, and five of the courses will be taken in the Social Work Department. Students who elect to complete the certificate program will take an additional 12 credit hours.

- EDUC 511\* Foundations and Legal Issues of Exceptionality
- EDUC 690\* Special Topics in Education: Administrative Policies and Procedures
- SOCW 625 Social Work Practice with Children and Adolescents
- SOCW 642 Foundations of School Social Work
- SOCW 652 Family and Marital Therapy
- SOCW 611 Field Placement in a School Setting - All students are expected to do a field placement and seminar as part of the MSW program. School social work students are required to complete their field placement in a school setting and normally runs for the K-12 (August-May) school year. (Coincides with school academic year and requires 600 hours.) Field placement hours may vary based on the state in which the student wants to be licensed.
- SOCW 612 Graduate Field Placement Seminar II (Coincides with K-12 school academic year.)

(SOCW 611, 612 & 652 are a required part of the MSW program)

\*Course number could change

### General Electives

- SOCW 621 Introduction to Family Systems
- SOCW 627 Social Work Practice With the Elderly
- SOCW 629 Social Work Practice and Disability
- SOCW 632 Social Work Practice With Persons With Serious Mental Illness
- SOCW 634 Social Work Practice With Substance Abusers and Their Families
- SOCW 638 Minority Groups and Cultural Issues in Social Work
- SOCW 645 Foundations of Occupational Social Work
- SOCW 656 Behavioral Intervention in Social Work Practice
- SOCW 658 Cognitive Approaches to Intervention in Social Work
- SOCW 664 Crisis Intervention
- SOCW 666 Assessment in Clinical Social Work Practice
- SOCW 668 Human Sexuality: Sexology, Clinical Issues, and Interventions
- SOCW 670 Advanced Seminar in Community Planning and Organization

### Course Descriptions

#### SCHOOL OF BUSINESS

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aide to students planning their programs of study.

#### Accounting

501 Survey of Accounting (3) A survey of basic accounting techniques for graduate students who have not previously had an accounting course. May not be counted toward the 36 hours required for the MBA degree. Non-MBA students require permission from their program director. No prereq..

601 Managerial Accounting (3) A study of management accounting and its use to aid in planning, controlling, and evaluating operations. Prereq: ACCT 501 or equivalent.

602 Seminar in Financial Accounting (3) A seminar course devoted to the conceptual and theoretical aspects of financial accounting, the economic environment of accounting, and the application of the conceptual framework to practice problems.

603 Seminar in Taxation (3) This course provides an in-depth study of selected taxation issues faced by business entities. A review of Internal Revenue Code provisions and regulations will be made on those topics that are relevant to today's tax professional but generally beyond the scope of undergraduate taxation courses.

604 Seminar In Accounting Information Systems (3) An examination of current issues related to accounting information systems that are confronting the accounting profession.

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605 Seminar in Auditing (3) Examination of current trends in auditing and analysis of major issues confronting the auditing profession.

611 Financial Statement Analysis (3) A study of corporate financial statements from the standpoint of the external user. Dual emphasis on techniques of analysis and the financial accounting theory underlying the statements themselves. Prereq: ACCT 501 or equivalent.

699 Independent Study (1-3) Independent study of a topic or problem in accounting not otherwise covered in the curriculum. Prereq: consent of MSA director.

## Vocational Business Education

571 Principles and Philosophy of Vocational Education (3) Philosophy and principles, and objectives of vocational education related to the needs of the beginning vocational teacher. Consideration of the various service areas, including wage-earning and non-wage earning vocational areas, as a foundation for further study.

581 In-School Laboratory Program in Vocational Education (3) One of a series of courses that helps in the development of those special techniques and knowledge needed to teach and coordinate vocational business, marketing, or interdisciplinary cooperative education programs. The examination, study, identification, and development of components of vocational education and their relationships and inter-relationships between the LEA and the business community along with the development of specific In-School and School-to-Work related programs will be discussed.

598 Techniques of Coordination Cooperative Education (3) One of a series of courses that helps in the development of those special techniques and knowledge needed to teach and coordinate vocational business, marketing, or interdisciplinary cooperative education programs. Discusses the duties and responsibilities of a cooperative vocational education coordinator, the development of a coordinator's manual, and his/her relationships to the school, parents, students, advisory committee, business, industry, and government.

601 Philosophy and Administration of Vocational Business Education (3) The principles on which vocational business education are organized, administered, and supervised; relationship to programs in vocations other than business; state and federal regulations.

602 Instructional Strategies and Materials in Business Education (3) This course will examine the objectives, instructional methods and media, testing, grading, and standards in business education subjects. Also examined will be current ideas and developments, curriculum and administrative problems. Special emphasis is given to alternative shorthand systems.

603 Workshop in Economic Education (3) Covers basic economic concepts and includes teaching techniques that can be used to integrate these concepts into various courses in the school curricula. Designed for teachers who are not specialists in economics.

690 Special Topics (1-3) A study of contemporary topics or innovative developments in business and/or economic education.

695 Special Topics: Faculty in the Factory Internship (3) This course focuses on arranged student/teacher internship experiences that identify the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies in the workplace. Curriculum materials and instructional strategies are developed for the infusion of SCANS competencies into Tech Prep and academic curricula. Prereq: Consent of instructor.

## Business Law

618 Business and the Legal Environment (3) A study of the interactions of business with legal institutions, emphasizing both positive law and ethical concerns. The course includes an overview of the legal environment of business, as well as a research project in an area of specific interest to the individual student.

## Computer Information Systems

601 Management Information Systems (3) This course explores alternative approaches to managing the resources (computers, networks, software, data, and people) that organizations utilize in applying information technology (IT). It focuses upon the role of the user-manager in identifying opportunities (and avoiding pitfalls), developing applications, and creatively using IT to improve personal and organizational performance.

627 Systems Development (3) Designed to prepare MBA students to play an integral role in the analysis and design of information systems. Students learn to analyze business situations and logically apply information technology to meet business needs. The manager must understand how the various business systems work and how they are related. The manager must also be aware of how information technology can help a firm achieve its strategic plan. This course is designed to meet these needs. Topics include systems design and development tools and methodologies.

699 Independent Study (1-3) Independent study of a topic or problem in computer information systems not otherwise covered in the curriculum. Prereq: consent of MBA director.

## Decision Science

501 Survey of Statistics (3) An introduction to basic principles and steps involved in planning and conducting statistical studies. Surveys statistical concepts to assist in the decision making process. Topics include probabilities, probability distributions, hypothesis testing, regression analysis, and analysis of variance. May not be counted toward the 36 hours required for the MBA degree. Non-MBA students require permission from their program director.

601 Quantitative Methods for Business Decisions (3) An introduction to concepts and techniques of Management Science/Operations Research (MS/OR) to solve business problems and facilitate sound managerial decisions. Topics include linear programming and extensions, network and transportation modeling, project management, and decision theory. Addresses variety of public and private organizational problems. Prereq: DSCI 501 and MATH 215 or equivalent.

602 Operations Management (3) An introduction to concepts and techniques used to manage resources required to produce the goods and services provided by an organization. Topics include selecting, designing, operating, controlling, and updating operational systems. Prereq: DSCI 501 or equivalent.

621 Managerial Applications of Statistical Analysis (3) An intermediate treatment of multivariate statistical techniques for managerial decision-making. Topics include simple and multiple regressions, multiple discriminant analysis, multivariate analysis of variance, factor and cluster analysis, and the problems associated with business forecasting and general information analysis. Prereq: DSCI 501 or equivalent.



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699 Independent Study (3) Independent study of a topic or problem in the decision sciences not otherwise covered in the curriculum. Prereq: consent of MBA director.

## Economics

501 Survey of Economic (3) A survey of micro and macro economic principles for MBA students who have not had the two economic principle classes at the undergraduate level. May not be counted toward the 36 hours required for the MBA degree. Non-MBA students require permission from their program director.

601 Managerial Economics (3) A study of economic concepts and tools useful to managers of business firms. Topics include optimization, demand, production and costs, market structure, pricing behavior, risk analysis, benefit cost analysis, estimation of economic relationships, and business cycles and forecasting. Prereq: ECON 501 or equivalent, and DSCI 501 or equivalent.

ECON 631 Business Cycles and Forecasting (3) A study of forecasting methods and applications. Emphasis on the application of forecasting techniques using spreadsheet and forecasting software and the implication of economy-wide and industry specific forecasts for decision making at the firm level. Prereq: ECON 501 or equivalent and DSCI 501 or equivalent.

699 Independent Study (1-3) Independent study of a topic or problem in economics not otherwise covered in the curriculum. Prereq: consent of MBA director.

## Finance

501 Survey of Finance (3) An accelerated course in financial management designed for the first year MBA student who has little preparation in the subject. Provides the student with the basic analytical skills necessary for making corporate funding and expenditure decisions. May not be counted toward the 36 hours required for the MBA degree. Non-MBA students require permission from their program director. Prereq: ACCT 501 or equivalent.

601 Financial Management (3) A comprehensive coverage of financial theories and their application to provide the MBA student with a basic understanding and appreciation of corporate finance. Prereq: FIN 501 or equivalent.

642 Financial Institutions and Markets (3) A study of the major financial markets and the financial institutions that participate in them. Topics include: interest rate determination, globalization of security markets, Federal Reserve System, regulation and management of financial institutions, foreign exchange rates, and portfolio hedging. Prereq: FIN 501 and ECON 501, or their equivalents.

643 Investments(3) Theory and application of security analysis and portfolio management in the investment process. Major topics include various investment alternatives in domestic and global financial markets, their risk-return characteristics, information sources, trading mechanics, and constraints in operating environments. Prereq: FIN 501 or equivalent.

699 Independent Study (1-3) Independent study of a topic or problem in finance not otherwise covered in the curriculum. Prereq: consent of MBA director.

## Management

508 Collective Bargaining and Industrial Relations (3) A study of labor history; government regulation of labor relations; union structure and governance; union organizing and employer response; bargaining theory, power and procedures; strikes and dispute resolution; bargaining issue and outcomes; contract administration; labor-management cooperation; public-sector labor relations; and international labor relations. Course projects include a collective bargaining simulation, providing students with a negotiation skill-building opportunity. No prereq.

541 Wage and Salary (3) A study of wage and salary policies and techniques, including wage and salary level determination, job evaluation, employee evaluation, merit ratings, methods of wage payments, fringe benefits, and wage controls. No prereq.

544 Managing Diversity in Organizations (3) The goal of the course is to create a forum in which questions surrounding diversity are raised and addressed. Attention will also be focused on cultural issues with respect to particular groups in our society. Learning objectives will be achieved through readings, exercises, and cases. The course will study multiculturalism or "diversity" issues in organizations today. Multiculturalism refers to the creation of organizations that attempt to respond to the needs of individuals of diverse ethnic and/or racial backgrounds, and to both highlight and capitalize upon the diversity with U.S. society. Prereq: MNGT 601.

601 Organizational Behavior (3) A study of individual, group, and organizational factors influencing behavior in an organization such as personality, motivation, perception, power, leadership, conflict, cultural diversity, and ethics. Format will involve extensive discussion and experiential learning.

602 Business, Government and Society (3) An interdisciplinary study of ethical issues regarding the relationships between organizations and their various constituents, such as the consuming public, stockholders, employees, other firms, the government, suppliers, and society in general.

651 International Business (3) An introduction to the field of study that focuses on business activities that cross national boundaries. It includes exports and imports - the subject of traditional international trade discussions - as well as foreign direct investment. Emphasis is placed on presenting a panorama of the most important activities in international business and to offer a framework for thinking about them from the perspective of the company manager.

652 Human Resource Management (3) A study of policies and practices of acquisition, retention, and expansion of human resources through hiring, appraisals, development and training, promotion, compensation, benefits and services, worker attitudes, and leadership.

681 Strategic Management (3) A study of cases to develop overall managerial perspective, the ability to analyze complex corporate problems, and an awareness of the impact of changing business conditions and government policies. Prereq: ACCT 601, ECON 601, FIN 601, MKTG 601, and MNGT 601.

699 Independent Study (3) Independent study of a topic or problem in management not otherwise covered in the curriculum. A study of cases to develop overall managerial perspective, the ability to analyze complex corporate problems, and an awareness of the impact of changing business conditions and government policies. Prereq: consent of MBA director.

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## Marketing

501 Survey of Marketing (3) A general survey of marketing management. Focus on the management of the marketing efforts of the individual firm. Emphasis on the areas of product, pricing, distribution, and promotional strategies. May not be counted toward the 36 hours required for the MBA degree. Non-MBA students require permission from their program director.

538 Marketing Research (3) An in-depth treatment of the managerial problems encountered in the design of effective advertising programs. Considers the setting of advertising objectives, media and appeal selection, budgetary factors, and economic and social aspects of advertising. Surveys academic literature in advertising. Prereq: MKTG 501 or equivalent and DSCI 501 or equivalent.

571 International Marketing (3) A study of comparative marketing and transport institutions and systems in selected foreign countries and the United States. Emphasis on the managerial and operational problems of world enterprises, and the role of ethnic and cultural differences in influencing marketing strategy. Assignment of an extensive research project of the student's interest in international marketing. Prereq: MKTG 501 or equivalent.

601 Marketing Strategies (3) Analysis and control of the key marketing variables to develop successful strategic marketing plans. Emphasis on the major components of marketing strategy; establishment of overall corporate objectives; analysis of strategic business units; identification of creative alternatives; and examination of company, target market, and competitors. Views strategy formulation from the global and managerial perspectives. Examines significant marketing strategies and applies them to practical analysis of established marketing cases dealing with new and established product management, pricing, channels, and promotional aspects. Prereq: MKTG 501 or equivalent.

699 Independent Study (1-3) Independent study of a topic or problem in marketing not otherwise covered in the curriculum. Prereq: consent of MBA director.

## Course Descriptions

### BOWER-SUHRHEINRICH SCHOOL OF EDUCATION AND HUMAN SERVICES

Following certain course descriptions are the designations: F, Sp, and Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aide to students planning their programs of study.

## Social Work

503 The Social Welfare System (3) Examines the philosophical and ideological and historical foundations of contemporary social welfare issues and policies from a global systems perspective. The course includes consideration of the influence of various political perspectives on the conceptualization of the welfare state. The emergence and the evolution, as well contemporary issues facing the profession and the social and economic justice implications of policies on selected populations are discussed. In addition to considering policy alternatives, stu-

dents will acquire skills in assessing social impact of social welfare policies in family and community systems as well as skills in tracing the historical development of contemporary social welfare policies at the U.S. federal and state levels. Prereq: admission to MSW program. F

504 Human Behavior and the Social Environment (HBSE) I (3) This course provides foundation knowledge about bio-psych-social cultural aspects of individual, family, and small group systems. Within this framework, emphasis is placed on issues related to human diversity and social justice. A holistic systems conceptual approach is used to demonstrate their relationship to larger social systems. Social systems; life-process development; culture and ethnicity; stress, coping and adaptation; and major social issues over the life span are emphasized in this course. Students will also learn about an overall framework or model for integrating concepts, understanding human beings in society, and optimizing human functioning in society. Prereq: admission to the MSW program. F

505 Human Behavior and the Social Environment (HBSE) II (3) This course provides an integrative focus of examining the interrelatedness of human physical, psychological, and social systems. Concepts related to culture, social stratification, environmental stress, disability, trauma, and ethnicity are presented in relation to their impact on human systems. Adaptation related to growth and development of the individual is presented with an emphasis on understanding the physical, emotional and social forces that affect human growth and development. Prereq: admission to the MSW program, SOCW 503 and 504. Sp

506 The Foundation of Social Work Practice (3) This course provides foundation knowledge at the graduate level about generalist social work practice. The course examines the wide range of knowledge and skills needed for collaborative work with individuals, families, groups, organizations and communities to promote planned change and enhance client empowerment. Using a systems perspective, the course focuses on work within social service agencies, including effective use of supervision and consultation, and critical thinking skills. Social work values and ethical decision making is presented by introducing students to the NASW Code of Ethics as an essential component of professional social work practice. Prereq: admission to the MSW program. F, Sp

507 Social Work Research (3) This course builds upon the foundation of basic undergraduate research courses. Emphasis is placed on the continued development at the graduate level of critical analytical skills related to the application of basic concepts in research methodology including problem formulation, research design, sampling, measurement and data analysis. The course will focus on quantitative and qualitative methods and familiarize students with the computer-based system for data entry and analysis. The course prepares students to be consumers and producers of social work research so that they can apply evidence-based interventions to diverse clinical settings and populations at risk and to utilize sound ethical principles related to research. Prereq: admission to the MSW program. F, Sp

508 Micro Systems: Practice with Individuals, Groups, and Families (3) This course focuses on the development of knowledge, values, and skills needed for social workers at the graduate level to practice with individual and small group systems. Particular consideration is given to examining the theories within a generalist framework for social work practice. Ethical principles, methodologies, and techniques are included as they relate to contemporary professional practice. Socio-cultural membership, gender, racial and ethnic factors, disabilities and other human diversity issues are studied as variables impacting the provision of social services to individuals, families and small group systems. The

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role of research in social work practice evaluation is covered. Prereq: admission to the MSW program, SOCW 503, 504 and 506. Sp

509 Macro Systems: Institutional and Community Systems (3) Examines the theoretical frameworks that shape the foundation for social work generalist practice with organizations and communities. Built upon a liberal arts perspective of community and society, the course provides advanced knowledge about social work's professional relationships with organizations and communities. The course emphasizes skills to enhance competent macro practice with diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, and sexual orientation and to advance social and economic justice. Prereq: admission to the MSW program, SOCW 503, 504 and 506. Sp

510 Social Welfare Policy and Service (3) Provides a framework for social welfare policy analysis with special attention to the state policy making process and the impact of policy on persons that may be disadvantaged by poverty and other forms of oppression. The course emphasizes culturally competent policy practice and advocacy related to diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, and sexual orientation. Policy practice skills related to policy formulation, development, implementation, and evaluation will be addressed. Prereq: admission to the MSW program, SOCW 503 and 504. Sp

511 MSW I Graduate Field Placement (3) Provides a "generalist" social work practice experience in a community based social service agency under the direct supervision of an agency based field instructor in consultation with social work faculty. Generalist practice is broadly defined; the parameters for practice are determined by the identified client needs, mission, and function of the agency and the level of training of the student. Typical roles of the student include: advocate, broker, educator, community organizer, group worker and individual counselor. Typical tasks: preparing psychosocial histories, developing service plans and implementing interventions congruent with the multi-variant client needs. Skills expected include the ability to communicate empathy, genuineness, positive regard and the ability to utilize a planned changed process throughout the generalist model. Prereq: admission to the MSW program and SOCW 503, 504, 505, 506, 507, 509 and 510. Su

512 MSW I Integrated Field Placement Seminar (1) Taken concurrently with the field placement, this seminar integrates theory and skills from the classroom with the agency based field experience. "Generalist" social work practices as demonstrated in a variety of agency settings is evidenced by students sharing their field experiences and receiving feedback on their own application of generalist practice knowledge. Prereq: admission to the MSW program, SOCW 503, 504, 505, 506, 507, 508, 509 and 510. Su

601 Clinical Specialization I: Clinical Assessment and Differential Diagnosis (3) This advanced course will focus on the clinical process of assessment and diagnosis from the perspective of social work practice. Students will discuss major frameworks for organizing assessment data and formulating diagnostic understanding, with a view on the utility for clinical practice in varied settings with diverse populations. The Diagnostic and Statistical Manual of Mental Disorders (DSM) and other schemes for assessing and understanding human behavior, psychopathology, and mental disorders will be demonstrated and critically examined. Prereq: admission to the MSW program and completion of all 500 level core classes or advanced standing status. F

602 Clinical Specialization II: Clinical Planning and Treatment Process (3) Building upon SOCW 601, this advanced course provides an in-depth focus on the clinical process of treatment planning and intervention in social work practice. The case study method will be utilized to discuss the application of assessment, treatment planning with a well-defined clinical focus, and evidenced-based intervention strategies to a variety of complex treatment concerns across diverse populations. Advanced case management and multidisciplinary collaboration are also covered. The development and application of advanced clinical reasoning is a major goal. The complexities of ethical, legal, and professional issues for clinical practice will be examined. Prereq: admission to the MSW program, completion of all 500 level core courses or advanced standing status and SOCW 601. Sp

603 Administration and Policy Specialization I: Human Services Management I (3) This course will focus upon developing the skills and knowledge needed by Masters level social workers who move into management/administrative roles within a culturally diverse and changing social service environment. The course will include content on the changing trends in the social service sector, the administrator's role, management theory, management in public sector organizations, strategic planning, and culturally and ethically competent management within social service agencies. Additionally, policy analysis as it affects the organization and clients will be examined with a special emphasis on social and economic justice and diversity. Prereq: admission to the MSW program and completion of all 500 level courses or advanced standing status. F

604 Administration and Policy Specialization II: Human Service Management II (3) This course will build upon the content in Human Services Management I. It continues to develop the skills and knowledge needed by social work human service managers within a changing diverse culture. Content will focus on human resource management to include development of skills and knowledge in the areas of leadership, supervision, staff development, structure, authority, funding, budgeting, grant writing, contracting, marketing and inter-organizational relationships. Human relations skills and knowledge including program/team development and conflict management will be emphasized with a focus on social and economic justice and diversity. Prereq: admission to the MSW program, completion of all 500 level core courses or advanced standing status and SOCW 603. Sp

605 Practice Evaluation (3) Practice evaluation refers to research strategies and designs used by social workers to assess the impact and effectiveness of social work interventions. The course prepares the social work practitioner for the systematic evaluation of direct services and treatment interventions. Specifically, the course examines the theoretical and practical applications of outcome and process research. It also examines the use of qualitative and single systems research designs in the context of the advanced clinical concentration curriculum. Prereq: admission to the MSW program and second year or advanced standing status and SOCW 507. F, Sp

608 Paradigms of Clinical Practice (3) Provides content on contemporary theoretical paradigms and techniques of advanced clinical social work practice. This course builds on the foundation established in the generalist practice classes taught in the first year MSW graduate curriculum. The focus is on the application of theoretical models to a variety of populations including clinical interventions with individuals, groups, couples, and family systems. Prereq: admission to the MSW program and completion of all 500 level core classes or advanced standing status. F

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610 Human Diversity, Social Policy and Social Work (3) This course provides a broad base of knowledge pertaining to policy and practice with diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, sexual orientation and international groups. Institutional, historical, and cultural barriers to equality are explored, with their implications for policy and practice within a global context. Micro and macro level implications of strength and resilience and the valuing of diversity will be addressed. Students will demonstrate an understanding of the impact of diversity and equality on human systems and social policy. Prereq: Admission to the MSW program and completion of the foundation curriculum or advanced standing status. Su

611 MSW II Graduate Field Placement (4) Provides a "clinical" or otherwise "specialized" social work practice experience in a community based agency under the direct supervision of an agency based field instructor who has expertise in the specialization. While anchored in the liberal arts foundation, generalist model and values that distinguish social work as a discipline, this advanced practicum is both specialized and rigorous in its demands for interventions grounded in sound science, technical skill and the art of therapeutic practice. The MSW II placement provides opportunities for clinical activities building on the generalist foundation. Its emphasis is on the student developing a "therapeutic" style of practice while acquiring expertise within the specialization offered by the field agency. The ratio of generalist and clinical activities vary, depending upon the professional developmental needs of the individual student and the mission of the agency. Specializations may be defined by the problem, such as chemical dependency; the population, e.g. children and families; practice areas such as mental health or school social work and expertise in use of a particular intervention model. Prereq: admission to the MSW program, completion of all graduate foundation classes below SOCW 611 and permission of the Director of Field Education. F, Sp

612 MSW II Integrated Field Placement Seminar (3) Taken concurrently with SOCW 611, this seminar integrates theory and skills from the classroom with an agency based field experience. Therapeutic or clinical social work practices reflecting a variety of theoretical bases are demonstrated as students share their field experiences and receive feedback on their own application of specialized practice knowledge. Prereq: admission to the MSW program, completion of all graduate foundation classes below SOCW 611 and permission of the Director of Field Education. F, Sp

621 Introduction to Family Systems (3) Examines the family as a contemporary social institution. Consideration is given to historical, cross-cultural perspectives in exploring the range of issues the contemporary family must cope with. The course also examines the various therapy approaches to dealing with family issues and dysfunction. Skill in working with various family problems and configurations will be developed based on these theories. Various family systems including nuclear, single parent, blended and multigenerational families will be examined. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status. Sp

625 Social Work Practice With Children And Adolescents (3) Examines the development and behavior of children and adolescents in relation to the ability to function in their roles in society, including in the family, with peers, schools or other systems. Assessment of functioning and interventions congruent with the child/adolescents' needs are explored. Consideration will be given to the impact of the environmental context in which problems manifest, including community or organizational cultures and policy; socio-economic factors or other aspects of human diversity. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status. Sp

627 Social Work Practice with the Elderly (3) This course focuses on the social worker's role with aging individuals, groups and communities. Development of knowledge and skills of intervention appropriate for both community and institutional services will be emphasized. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status.

629 Social Work Practice and Disability (3) This course examines a broad array of disability-related issues including various definitions of disability, the experience of disability, frameworks for understanding disability, services for persons with disabilities, the practice implications of public policy, role options for social workers, and practice considerations. Innovative social work practice, with an emphasis on a social construction model directed at inclusion-integration rather than a medical model emphasizing restoration will be emphasized. Prereq: admission to the MSW program.

632 Social Work Practice with Persons with Serious Mental Illness (3) Examines the role of the social worker with persons with serious mental illnesses. Includes an examination of various etiological theories, cultural and family issues, community-based services, and evidence-based knowledge needed to plan, deliver, and evaluate services for this population. Prereq: admission to the MSW program.

634 Social Work Practice With Substance Abusers and Their Families (3) This course will focus on the knowledge and skills essential to a range of social work roles and practice modalities with substance abusers and their families. Students learn to identify and critique the central issues that are addressed in the process of assessment and treatment intervention with this population. Special issues related to children and adolescents, family systems, ethnic groups, gay men and lesbians, elderly, disabled, and dually diagnosed are explored. Selected social policy and service delivery issues and research findings are considered. Prereq: admission to the MSW program.

638 Minority Groups and Cultural Issues in Social Work Practice (3) Focuses on assisting students in developing a cultural and ethnic-sensitive approach to their practice. It also emphasizes the identification and use of different theoretical models of practice that can be effective in intervention with minority individuals, families, groups, and communities. Prereq: admission to the MSW program and completion of the foundation curriculum or advanced standing status and SOCW 610.

642 Foundations of School Social Work (3) This advanced practice specialization course exposes the students to the field of school social work. The focus will be on the role of the social worker in the school. This includes provision of evidence-based direct service, consultation, advocacy, program development and evaluation, evaluation of one's own practice and service delivery, and liaison with families and community systems. Emphasis is placed on cultural competency and inter-professional/inter-disciplinary collaboration in the provision of school social work services. Prereq: admission to the MSW program and completion of the 500 level core classes or advanced standing status. F, Su

645 Foundations of Occupational Social Work (3) This course is designed to expose the student to the emerging field of Occupational Social Work and the role of the social worker in the field. Various roles of graduate level social workers in the field will be examined including counselor, trainer/educator, mediator, program developer and organizer. Models of occupational social work knowledge and skills needed for practice will also be examined. Prereq: admission to the MSW program.

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652 Family and Marital Therapy (3) This course provides theoretical models for understanding how families and couples function. It also examines approaches for assessing and treating families and couples. Expertise in working with various family and marital problems and configurations will be developed. Issues in working with diverse family systems in relation to therapeutic strategies and the social worker are explored. Prereq: admission to the MSW program and second year or advanced standing status. F, Su

656 Behavioral Interventions in Social Work Practice (3) Focuses on the clinical applications of behavioral therapy to include social learning and cognitive therapies. Students will be exposed to the use of behavioral approaches relevant to the practice of social work. Prereq: admission to the MSW program and second year or advanced standing status.

658 Cognitive Approaches to Intervention in Social Work Practice (3) This course provides an overview of the theoretical frameworks underlying cognitive approaches to clinical intervention. Content will be presented to enhance the intervention repertoire of the clinical social work practitioner with change concepts and techniques from cognitive approaches. Prereq: admission to the MSW program and second year or advanced standing status.

660 Advanced Group Therapy in Social Work (3) This group course will focus on the development of therapeutic groups in social work practice. In particular it is about working with people in small groups in a way that is therapeutic, growth producing, and life enhancing. It teaches social work practitioners how to do clinical social work with groups, how to integrate small-groups theory and how to apply therapeutic group principles. The brief focal group therapy model is introduced and applied to various client populations such as those dealing with spouse abuse, incest, depression, post-traumatic stress disorder, and addictions. Prereq: admission to the MSW program and second year or advanced standing status. F, Su

664 Crisis Intervention (3) Focuses on the identifying crisis as a process and the subsequent interventions used by social work practitioners to influence various crises. Students are expected to acquire competence in responding to crisis situations on primary, secondary and tertiary levels. Prereq: admission to the MSW program and second year or advanced standing status.

666 Test and Measurement Issues in Clinical Social Work Practice (3) The course exposes students in social work to a variety of assessment tools used by social workers to evaluate practice intervention and to assess clients. Students will become familiar with the psychometric issues appropriate to evaluating assessment instruments, the implementation of assessment instruments with clients, and the interpretation of the results. Prereq: admission to the MSW program, second year or advanced standing status, SOCW 507 and 605.

668 Human Sexuality: Sexology, Clinical Issues, and Interventions (3) Explores current research based knowledge in regard to human sexuality, including the sexology of erotic orientation, the cultural contexts of human sexual behavior and meaning of sexuality in context of the whole person. Interviewing skills and treatment approaches specialized to sexual issues, dysfunctions, including sexual anomalies, will be presented. Prereq: admission to the MSW program and second year or advanced standing status.

670 Advanced Seminar in Community Planning and Organization (3) Comparative analysis of major theoretical models dealing with understanding and promoting change in organizing communities and

society. The course will examine the history and development of community organizing, critically evaluate research findings about community planning and organization, and promote the development of new models to advance social and economic justice. Prereq: admission to the MSW program.

671 Social Work Management in the Clinical Setting (3) This course examines theories and methods of social work administration in a clinical setting. It is organized around traditional management functions (planning, resource acquisition, budgeting, organizing, staffing, leading, and evaluating), and highlights performance in the areas of client outcomes, productivity and efficiency, resource acquisition and management, staff well-being, and strategic planning as ongoing processes within the clinical setting. Particular attention will be given to the mental health and related policies that affect the social work administrator who functions within a clinical setting. This course is a requirement for students in the clinical concentration. Prereq: admission to the MSW program and second year or advanced standing status. F, Su

692 Advanced Graduate Social Work Project (3) In this course, the students are expected to independently implement an integrative research project and summarize findings. This project will build upon knowledge developed in prior course work. It requires the students to demonstrate an understanding of social work practice, use their knowledge of social work research methodology and to utilize critical thinking appropriate to a graduate level professional social worker. Prereq: admission to the MSW program and completion of the foundation curriculum or advanced standing status. Su

699 Independent Study (3) Independent study of a topic relevant to the professional discipline of social work that is not otherwise covered in the curriculum. Prereq: consent of the MSW Program Director.

## Teacher Education

561 Microcomputer Applications for Educators (3) Examines ways computers can be used as productivity and instructional tools in educational settings. Applications include word processing, spreadsheets, databases, and utility programs.

565 Computers in the Curriculum (3) Focuses on the integration of technology into the school curriculum. Explores educational and management software, productivity tools, emerging technologies (e.g., CD-ROM, laserdisc, multimedia/hypermedia, telecommunications), instructional strategies, key issues and trends related to computer technology in the teaching/learning environment.

566 Authoring Educational Multimedia Resources (3) Focuses on the systematic design and development of educational software and multimedia resources. Students plan instructional sequences, and then apply computer programming and courseware design skills to the development of informational, instructional, and constructional resources. Internet, laserdiscs, CD-ROM, CD-audio, digitized audio, digitized still and motion video, and scanned images are incorporated into multimedia projects. Interdisciplinary, multimedia thematic units also are developed. Prereq: EDUC 214, 565, or equivalent.

567 The Internet In Education (3) Focuses on the applications of Internet technology in teaching and education with emphasis on resources, publication, and research. Examines diverse Internet-based tool and information sources for teachers and learners. Students explore the Internet and create web publications applicable to professional development, student publication, school-based network presence, and lesson development. Prereq: EDUC 214, 565, or equivalent.

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568 Advanced Instructional Technology (3) Focuses on technical and management skills needed to coordinate the technology program in a school. Technical topics include analyzing computer and networking environments (i.e., wiring, services, hardware, software), advanced instructional development, and conducting technology installation, maintenance, repair, and upgrades. Job and development and technical troubleshooting will be explored. Management topics include technology planning, implementation, and evaluation, staff development, facilities design, budgeting, and grant writing. Prereq: EDUC 214, 565, or equivalent.

569 Special Topics in Computer Education (1-3) Course is devoted at each offering to the study of a contemporary topic of innovative development in computer education. Semester hour(s) credit available for each offering and education faculty determines course requirements. Course repeatable for maximum five hours credit. Prereq: Consent of instructor. F, Sp

588 Junior High/Middle School Curriculum (3) A study of the development and organization of instructional programs to meet the needs of early adolescents. Considers theories and processes for developing and evaluating curriculum for middle level students. Prereq: EDUC 601 or EDUC 603.

590 Special Topics in Education(1-3) Study of a contemporary topic or innovative development in education.

601 Research in Education (3) Introduces the field of educational research. The course emphasizes the understanding of quantitative and qualitative research, teacher action-research, and the evaluation of research reports. F, Sp, Su

603 Historical and Philosophical Influences in Education (3) Examines the nature and functions of formal education through a historical survey of educational development and a study of major philosophers whose thinking has influenced educational practice. F, Sp, Su

604 School and Society (3) Examines the interactions between cultures, their social norms and values, and their goals for education. Studies the roles of schools as preservers of cultures, preparers for participation in societies, and contributors to social progress. Analyzes the complex social, political and economic characteristics that influence modern schools and the educational implications of these factors.

605 Moral Dimensions of Schooling (3) Examines ethical theories and how they contribute to understanding the moral influence of schools and teachers. The course emphasizes the unintentional moral education that is embedded in what teachers say and do even when they are not intending to act as moral agents. Prereq: EDUC 601 and 603.

611 Secondary School Curriculum (3) Examines the philosophical and societal bases for the development of curriculum theories and practices in education. This course also analyzes curriculum issues relevant to teaching in contemporary secondary schools.

614 Elementary School Curriculum (3) Analysis of curriculum development in elementary schools, with emphasis on sources of curriculum, models of curriculum development, and processes of curriculum change. Examination of trends and issues, including equal access and multicultural education. Prereq: EDUC 601 or 603.

621 Measurement and Evaluation in Education (3) Examines knowledge and skills in the construction, use and evaluation of measurement instruments and evaluation procedures in educational settings. Prereq: EDUC 601 or 603.

622 Seminar in Educational Psychology (3) An examination of recent findings in areas of educational psychology. Focus on theory and applications to benefit instruction, learning, and evaluation in school settings. Prereq: EDUC 601.

631 Analysis of Instruction (3) Analyzes recent research literature regarding the improvement of instruction. Students examine research articles regarding teacher reflection, teacher effectiveness, cooperative learning, designing instruction to meet the needs of different learning styles, instruction to promote student constructions of meaning, instructional processes leading to portfolio assessment. Students write a review of literature in a chosen area.

641 Interdisciplinary Processes in Communication Skills (3) A study of the interrelationship of the components of the language arts and the processes that underlie effective teaching of the components as a whole in the elementary classroom. Emphasizes instructional procedures and activities from various disciplines to bring about facility in the communication skills. Prereq: EDUC 601, 603, and 614.

642 Interdisciplinary Processes in Mathematics and Science (3) A study of curricular themes and instructional methods in mathematics and science for elementary teachers. Strategies for integration and accompanying materials will be examined. Interdisciplinary activities will be developed. Prereq: EDUC 601, 603, and 614.

643 Interdisciplinary Processes in Social Studies and Global Awareness (3) An investigation of the theoretical foundations for incorporating social studies, global awareness, and multicultural education into the integrated curriculum. Consideration for diverse learning needs and styles of children will be addressed within a multicultural framework. Analyzes implications of both the global perspective and pluralistic nature of American society. Prereq: EDUC 601, 603, and 614.

671 Integrating Seminar in Secondary Education (3) A culminating, research-oriented seminar which integrates professional knowledge, professional skills and subject area knowledge. Students conduct a school-based research project, based on professional literature, and write a research report. Prereq: completion of 24 hours in the M.S. secondary education program, including EDUC 631. F, Sp

674 Integrating Research Seminar in Elementary Education (3) A culminating, research-oriented seminar that integrates professional knowledge and professional skills. Students conduct a school-based research project, based on professional literature, and write a research report. Prereq: completion of 24 hours in the M.S. elementary education program. F, Sp

690 Special Topics in Education (1-3) Study of a contemporary topic or innovative development in education.

699 Supervised Research (1-3) Advanced research in a specific area of education. Topics arranged to meet the needs and interests of the student, subject to availability of graduate faculty to supervise the research. Repeatable for maximum of six credit hours.

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## Course Descriptions

### SCHOOL OF LIBERAL ARTS

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aide to students planning their programs of study.

#### English

515 History of Rhetoric (3) An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of man and on historical events which influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own writing and their evaluation of the writing of others.

517 History of the English Language (3) A chronological study of the recorded history of the English language from the ninth century to the present. Detailed study of major changes in phonology, lexicon (morphology and semantics), and syntax. Attention to the notion and practice of standard English and to the development and current state of dialects in the U.S.A. Format will include lecture and discussion.

524 Chaucer (3) A study of the major works of Geoffrey Chaucer, particularly *The Canterbury Tales* and *Troilus and Criseyde*, with attention to the language and times of Chaucer. Format will include lecture and discussion.

535 Fiction to 1875 (3) A study of English and American prose fiction (principally the novel) before the late 19th-century change to modern realism and naturalism. The course includes the great Victorians and Americans through Hawthorne and Melville with relevant continental backgrounds.

536 Fiction from 1875 to 1930 (3) A study of English and American prose fiction of the realist, naturalist, and early modern periods. The course includes such writers as James, Twain, Crane, Conrad, Lawrence, Joyce, and others, with major continental figures as well.

537 Contemporary Fiction (3) A study of English and American prose fiction from approximately 1930 to the present, with continental backgrounds.

538 Twentieth Century Southern Literature (3) A study of the literature produced by American southern writers from ca. 1920 to the present.

544 Literature in the Secondary Schools (3) A course designed for graduate students who are seeking additional study on the issues related to the teaching of literature in grades 5-12, including censorship, literary literature, multi-cultural literature, the ethics of reading, and the connections between reading and the other language arts: writing, speaking, and listening.

548 Literary Criticism and Theory (3) A study of literary criticism and theory, both classic texts and contemporary trends. Readings from Plato to poststructuralism. Examination of traditional approaches such as psychological, Marxist, formal, as well as such diverse contemporary approaches as feminist criticism, structuralism, and reader-response criticism.

599 Seminar in Literature and Language (3) An advanced topics course, with subject matter varying from semester to semester. Not to be taken more than once by master's degree candidates without prior permission of the English Department.

601 Introduction to the Professional Study of English (3) An introduction to English as a professional discipline beginning with a history of English studies within American institutions of learning. Provides a context for future activities in teaching and scholarship by providing direct experience not only with the range of activities professionals engage in, but also with the bibliographic methodologies they pursue.

602 Writing Portfolios (3) A composition course designed for area teachers emphasizing issues related to the teaching of writing in the secondary schools.

#### History

500 Special Studies in History (1-3) Historical studies offered in conjunction with special activities and events such as seminars, conferences, fieldwork, and research.

519 Communal Societies in America (3) A study of the principles, practices, historical development, and contributions of communal societies in America from 1663 to the present. Emphasis on Shakers, Harmony Society, Mormons, Owenites, Brook Farm, Oneida, Hutterites, Theosophists, and recent communitarians.

539 History of Indiana (3) A survey of the history of Indiana from early to modern times.

598 Graduate Seminar in U.S. History (3) A graduate research course in selected fields of American History.

599 Graduate Seminar in European History (3) A graduate research course in selected fields of European History.

604 The American West(3) Participants in this course will study how Americans view and interpret their nation's history with particular attention to the American West. Topics will include the frontier experience, regionalism, and cultural diversity. Writings, films, photographs, music, and art will be basic course materials. Interpretations of major historians will be considered. A humanities core course in the MALS program. Cross-listed as LBST 604.

#### Journalism

581 Public Affairs Reporting (3) A course that polishes the communications skills of journalism teachers and student publication advisors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, local and state legislative processes and regional agencies. Assignments include an in-depth research paper on an issue or topic of current interest. Prereq: consent of instructor.

#### Liberal Studies

550 Special Studies in Liberal Arts (1-3) Liberal studies in conjunction with special activities and events such as seminars, conferences, fieldwork, lecture series, research, and travel. Repeatable, but only a total of three hours may apply to the 33 hours required in the MALS

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degree. Credit varies, and the instructor together with the director of the MALS program will determine the amount of credit. Prereq: Consent of the instructor.

590 Interdisciplinary Topics in Liberal Studies (3) A seminar in which students will draw upon their educational experiences to develop interdisciplinary responses to a problem or issue in contemporary life. Course parallels LIBA 497 in the undergraduate curriculum and will be offered in concert with sections of that class but with additional requirements suitable for the awarding of graduate credit.

601 Language (3) A study of the complex abstract system that links meanings with sounds and symbols. Beginning with the question "what is language?" this course explores all aspects of language study, including how children learn language; how languages change; how regional dialects vary. It provides an interdisciplinary survey of basic concepts and applications to understand the subconscious knowledge speakers have. The course will provide an opportunity for students to upgrade their interdisciplinary academic writing skills if necessary. A humanities core course in the MALS program. No prereq.

603 American Values: Contemporary Debate (3) An examination of current controversies involving the evolution and effects of values in American culture, including equality, materialism, personal responsibility, and rights. Explores the relationships between cultural and economic forces with respect to such social problems as poverty, crime, racial friction, and family disorganization. A social sciences core course in the MALS program. No prereq.. Cross-listed as SOC 603.

604 The American West (3) Participants in this course will study how Americans view and interpret their nation's history with particular attention to the American West. Topics will include the frontier experience, regionalism, and cultural diversity. Writings, films, photographs, music, and art will be basic course materials. Interpretations of major historians will be considered. A humanities core course in the MALS program. No prereq.. Cross-listed as HIST 604.

605 Temporality in the Sciences (3) An intensive analysis of the role of time in the development of science. An interdisciplinary study assuming several distinct temporalities that form a nested hierarchy proceeding from the level of electromagnetic radiation to the mind of man. Investigates each temporality and its contribution to our overall understanding of the physical world. A science core course in the MALS program. No prereq.. Cross-listed as GEOL 605.

606 After Darwin (3) A study of the consequences of Charles Darwin's theories as they pertain to the humanities including history, literature, philosophy, religion, and civics. Includes a discussion of the methodologies of humanities research. A humanities core course in the MALS program.

607 Metals Through the Ages (3) The development of metallurgy and the use of metals against the backdrop of history. Properties of metals and the challenges facing people as metals came into use over time. Mining, mining activities, and trade of metals. A science course in the MALS program. No prereq..

608 Cathedrals (3) The objective of this course is to develop an understanding of and an appreciation for the relationships among art, architecture, music, spirituality, sociology, economics, science, and technology by studying the cathedrals and other great churches of medieval Europe. A science core course in the MALS program. No prereq.

680 Topics in Liberal Studies (3) Examination of topics germane to the liberal arts but not included in the regular graduate course offerings. Specific topics will vary from semester to semester and will be announced in the schedule of course offerings.

690 Independent Work in Liberal Studies (1-3) Directed study or research in a specific area of liberal studies. Topic of investigation is selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Not to be taken more than twice by master's degree candidates without prior permission of graduate advisor.

697 Capstone Project in Liberal Studies I (3) The first of two courses involving intensive study of a topic within liberal studies, selected with the student's faculty advisor and approved by the members of the MALS faculty advisory committee. Combined with the LBST 698, the study should yield a written work of sufficient length and quality to warrant a total of six hours of graduate credit, although projects such as artistic creations, computer programs, theatrical productions, and community service programs also may be acceptable. Final grade recorded as satisfactory or unsatisfactory only. Prereq: acceptance to MALS program; permission of student's graduate advisor.

698 Capstone Project in Liberal Studies II (3) The second of two courses involving intensive study of a topic within liberal studies, selected with the student's faculty advisor and approved by the members of the MALS faculty advisory committee. Combined with LBST 697, the study should yield a written work of sufficient length and quality to warrant a total of six hours of graduate credit, although projects such as artistic creations, computer programs, theatrical productions, and community service programs may also be acceptable. Final grade recorded as satisfactory or unsatisfactory only. Prereq: acceptance to MALS program; permission of student's graduate advisor.

698 Capstone Course, Graduating Seminar in Liberal Studies (3) The final course taken by those students choosing the Capstone Courses option. The course will attempt to help students put together a coherent synthesis of their MALS experience.

## Political Science

512 The Politics of Education (3) Major political actions that relate to education, with emphasis on school boards, state legislatures, federal grants, and interest groups. Issues include community control, educational power, and financial decision-making.

## Sociology

603 American Values: Contemporary Debates (3) An examination of current controversies involving the evolution and effects of values in American culture, including equality, materialism, personal responsibility, and rights. Explores the relationships between cultural and economic forces with respect to such social problems as poverty, crime, racial friction, and family disorganization. A social science core course in the MALS program. Cross-listed as LBST 603.

## Spanish

516 Spanish-American Novel (3) Survey of the genre in Spanish-America from the romantic to the psychological novel.



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518 Spanish American Poetry (3) The major figures and movements in Spanish-speaking America. The course will apply a variety of critical approaches (comparative, biographic, sociological, psychological, structuralist, etc.) to the analysis of poetic texts.

521 20th Century Mexican Novel (3) 20th century Mexican novel from the revolution to the present.

554 Golden Age Drama (3) Study of verse dramas that illustrate the dramatic techniques and universal themes prevalent in Spain (1600-1700).

556 Don Quixote (3) Detailed analysis of Cervantes' novel. Life and times of the author. Importance of the work to the development of the novel as an art form.

576 Realism and Naturalism in the 19th Century Spanish Novel (3) Analysis of the artistic theories of Realism and Naturalism as experienced in the 19th-century Spanish novel and selected critical writing. Prereq: consent of instructor.

## Course Descriptions

### SCHOOL OF NURSING AND HEALTH PROFESSIONS

#### Health Professions

508 HIV/AIDS: Biological, Medical, Psychological, and Legal Perspectives (3) This course provides a physiological and psychological base for health professionals and concerned others to provide care and support to children and adults with HIV disease. Theories and concepts relevant to the disease process and care giving will be examined. Societal issues related to HIV disease will be studied. Sp

535 Eastern Medicine: Integrative Complimentary Health Care (3) This course facilitates the study of Eastern medicine and its influence on integrative/complimentary health care therapies. Emphasis is on the historical and social influences of the evolving model of east-west healing and health care. Specific modalities will be studied with emphasis on research support for efficacy, self care and use in contemporary health care practices. Implications for changes in health care concepts and health care provider roles will also be discussed. F

584 Environmental Health (3) Introduces various environmental risks to health status, and the role of public health controls to safeguarding at-risk populations. These areas include: food production, water purity, wastewater and solid waste handling, anthropod and pest control, air quality, and occupational and industrial hazards to health. F

585 Epidemiology (3) Introduces the principles and methods of epidemiology used to study health related issues in populations. Covers models of disease causation and the association of health risk factors. Includes common epidemiological measures, epidemiological study designs, disease surveillance, and outbreak investigation. Applies epidemiological principles and methods to health services organizations and clinical settings by developing critical literature reviews and study design skills. Prereq: a course in statistics. Sp

591 Special Topics in Health Professions (1-3) Analysis and study of special topics in health care.

671 Curriculum Development for the Health Professions Educator (4) The focus of this course is curriculum development for the health professions educator in higher education. Emphasis is placed on the role of faculty in higher education and curriculum development, philosophical foundations of curriculum, curriculum components, the process of curriculum development, and curriculum designs/models. Current issues influencing curriculum development in higher education and the health profession disciplines are emphasized. (Approval pending.)

672 Evaluation Strategies for the Health Professions Educator (4) This course focuses on the process of evaluation in the education of health professionals. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in the education of health professionals are emphasized. (Approval pending.)

673 Teaching Strategies for the Health Professions Educator (4) This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of health professionals is provided. (Approval pending.)

#### Nursing

570 Special Topics in Nursing (1-3) Analysis and study of special topics in nursing and health care.

571 Advanced Health Assessment (3) Didactic instruction and clinical practice in physical assessment, developmental screening, history taking, nursing, and medical diagnosis. Teaching methods include lecture, independent study, laboratory, and clinical practice. Su

574 Perioperative Nursing (3) Exploration of the advanced role of the perioperative nurse focusing primarily on intraoperative nursing care. Includes traditional, endoscopic, and laser surgical procedures in specialty areas and same-day surgery preparation and post-anesthesia care. Critical thinking and decision making skills in perioperative nursing will be enhanced through written assignments focused on client teaching, management, and clinical research topics.

576 Cardiovascular Surgical Nursing (3) Advanced knowledge and research concerning the care of patients undergoing cardiac surgery for the professional critical care nurse. Focuses on state of the art management of cardiac surgery patients and critical thinking skills using case studies requiring direct application of content and clinical decision making skills. Emphasizes the collaborative role of nurses as they participate in the care of the critically ill cardiac surgery patient.

578 Rehabilitation Nursing (3) Examination of the scope of professional nursing practice in the rehabilitation nursing specialty. Emphasis on the diagnosis and treatment of individual and group responses to actual and potential health problems resulting from altered functional ability and altered lifestyle.

581 Advanced Concepts of Pathophysiology (3) The physiological and pathological base for the advanced practice nurse to provide care to children and adults with acute and/or chronic illness. Examines theories and concepts relevant to pathophysiologic processes. F

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582 Oncology Nursing (3) Opportunity for advanced knowledge of adult oncology nursing. The dimensions of prevention and early detection, diagnosis, treatment, palliation, rehabilitation, and survivorship are studied with diagnostic evaluation, classification, staging, and various treatment modalities for a selected range of malignancies.

612 Advanced Nursing Research (3) Foundation for participating in research and the significance of research to nursing. Includes quantitative and qualitative methodologies. Students critique nursing research and develop a research or project proposal. F

613 Theoretical Basis for Advanced Practice Nursing (3) An introduction to the application of theory in nursing research and practice. Studies include philosophy and methods, pioneers in nursing theory, and selected non-nursing theories related to nursing practice and the nursing profession. F

614 Issues in Advanced Practice Nursing (3) Examination of issues relevant to advanced practice nursing and the health care delivery system including advanced practice roles, legal aspects of practice, scope of practice, credentialing, concepts of authority, power, and leadership, ethical aspects of practice, cultural sensitivity, continuous quality improvement, economics of health care delivery, legislative and policy-making activities, and allocation of health care resources. Sp

615 Nursing Synthesis (3) Synthesis of scholarly concepts in nursing practice. Options include initiating or participating in a research project or developing and implementing an innovative scholarly project. Projects may include participation in nursing research, political activity, case management, community assessments, or other faculty-student directed activities. Prereq: NURS 612 and NURS 613. Sp

616 Management of the Client in the Health Care Systems (3) Examination of organizational behavior and role competencies related to advanced practice nursing. Topics of discussion include managed care, case management, disease management, integrated care systems, professional leadership, change theory, conflict theory, practice management, and computer literacy. Clinical practice focuses on cost effective management of client needs in a dynamic health care system. Su

622 Clinical Pharmacology (3) This course is designed to provide the advanced practice nursing student with knowledge of pharmacological agents and herbal therapies used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, mechanisms of actions, prescriptive drug protocols, adverse reactions, and appropriate dosages. Through the use of variety of instructional methods, this course prepares students to design, implement, monitor, and alter effective patient pharmacological therapy. Sp

623 Individual and Group Behavior in Nursing and Health Care Organizations (3) Organizational behavior theories are presented and effective management strategies are formulated to lead individuals and groups in health care organizations. Traditional and contemporary issues including power, conflict resolution, organizational development, decision-making and group dynamics will be discussed. F (Approval Pending)

624 Administration of Nursing and Health Care Organizations (3) Administrative theories are examined and applied to complex human relationships existing in nursing and health care. Special attention is paid to professional relationships, policy development, decision-making and strategic planning. Sp (Approval Pending)

625 Human Resources Management in Nursing and Health Care (3) Concepts in human resources management as applied to nursing and health care organizations will be presented. Specific labor management issues related to nursing and health care organizations will also be incorporated. Prereq: NURS 623. Sp (Approval Pending)

626 Economic Policies in Nursing and Health Care (3) Application of economic theories and analytic techniques to resource allocation in nursing and health care is discussed. Skill development to analyze managed care issues from an economic perspective will be emphasized. Prereq: NURS 623, 631. Su (Approval Pending)

627 Nursing Informatics (3) Concepts and issues surrounding technology and information management are presented. Factors that influence information technology, database management, and information systems will be analyzed. F (Approval Pending)

628 Financial Management in Nursing and Health Care Organizations (3) Principles of financial management and reimbursement are integrated and applied to nursing and health care. Strategic financial planning, financial statement analysis, budgeting, and financial decision making strategies are presented. Prereq: NURS 632. F (Approval Pending)

631 Marketing and Competitive Strategies in Nursing and Health Care (3) Concepts of marketing and competitive strategies are applied to nursing and health care organizations. Emphasis is placed on methodologies for developing nursing and organizational strategic marketing plans. Prereq: NURS 631. F (Approval Pending)

632 Business of Nursing (3) Integration of the nurse manager/administrator in policy making at the organizational, local, regional, and national level is presented. Legal and ethical considerations in policy issues and nursing administration are discussed. Each student will assume the lead role in the development, implementation, and evaluation of administrative project addressing a policy issue. Prereq: NURS 653. Sp (Approval Pending)

645 Advanced Assessment and Intervention I (3 or 5) Advanced practice management of adults with acute and/or chronic illness in a changing health care delivery system. Emphasis is on the synthesis of psychological, behavioral, social, and physiological theories in the therapeutic management of clients with acute and/or chronic illness, including disease prevention and health promotion. Develops the role of the clinical nurse specialist in the dimensions of clinician, researcher, educator, consultant, collaborator, and manager. Clinical experiences utilize holistic, research-based nursing therapies to care for individuals, families, and aggregate populations within communities. Prereq: NURS 613, 614, 571, 581, 622, and 644. F

646 Advanced Assessment and Intervention II (5) Continued study of advanced practice management of adults with acute and/or chronic illness in a changing health care delivery system. Emphasis is on the synthesis of psychological, behavioral, social, and physiological theories in the therapeutic management of clients with acute and/or chronic illness, including disease prevention and health promotion. Content is centered on the continued development of the role of the clinical nurse specialist in the dimensions of clinician, researcher, educator, consultant, collaborator, and manager. Clinical experiences utilize holistic, research-based nursing therapies to care for individuals, families, and aggregate populations within communities. Prereq: NURS, 613, 614, 571, 581, 622, 644, and 645. Sp

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647 Clinical Nurse Specialist Role Integration (2) This clinical course facilitates the integration of CNS role dimensions of clinician, researcher, educator, consultant, collaborator, and manager. Through the use of specialized practice and application of theoretical knowledge the students provide expert, holistic care to individuals, families, and communities within a specific client population. Prereq: NURS 645, 646 (pre or co-requisite) SP or Su

654 Primary Care Nursing of Families I (6) Focus is on the clinical management of the health/illness status of children, adults, and elders within a family framework. Includes theoretical concepts related to individual development and family function. The clinical focus is on the role of the nurse practitioner in primary care management including health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education. Emphasizes role development, including interdependent and independent practices. Prereq: NURS 613, 614, 571, 581, 622, and 644. F

655 Primary Care Nursing of Families II (6) Continued expansion of clinical management of children, adults, and elders within a family framework. Includes theoretical concepts related to the management of families with acute or chronic health care crises. The clinical focus is on the role of the nurse practitioner in primary care management including health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education. Emphasizes role development, including interdependent and independent practices. Prereq: NURS 612, 613, 614, 571, 581, 622, 644, and N654. Sp

656 Family Nurse Practitioner Practicum (6) Intensive clinical experience in the family nurse practitioner role. Select preceptorships are designed to maximize individual student learning needs and provide a comprehensive experience to develop expertise in caring for individuals and families. All required courses are prereq.s. Su

671 Curriculum Development for the Nursing Educator (4) The focus of this course is curriculum development for the nursing educator in higher education. Emphasis is placed on the role of faculty in higher education and curriculum development, philosophical foundations of curriculum, curriculum components, the process of curriculum development, and curriculum designs/models. Current issues influencing curriculum development in higher education and the discipline of nursing are emphasized. F (Approval pending.)

672 Evaluation Strategies for the Nursing Educator (4) This course focuses on the process of evaluation in the education of nurses. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in nursing education are emphasized. Sp (Approval pending.)

673 Teaching Strategies for the Nursing Educator (4) This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of nursing professionals is provided. Sp (Approval pending.)

674 Management of Acutely Ill Adults I (6) This course focuses on the management of adult clients who are acutely/critically ill or experi-

encing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq : NURS 613, 614, 571, 581, 622 and 644. F

675 Management of Acutely Ill Adults II (6) This course continues the focus on management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq : NURS 613, 614, 571, 581, 622, 644, 674 Sp

676 Management of Acutely Ill Adults III (6) This course continues the focus on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq : NURS 613, 614, 571, 581, 622 644, 674 and 675. Su

## Course Descriptions

### POTT SCHOOL OF SCIENCE AND ENGINEERING TECHNOLOGY

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aide to students planning their programs of study.

#### Biology

536 Molecular Biology Techniques (4) A project-oriented laboratory course in purifying, manipulating, and analyzing DNA using biotechnology techniques. Techniques include DNA cloning and expression, gene library construction and screening, PCR amplification of DNA, and DNA sequencing. Prereq: CHEM 254 or 321, BIOL 334, 375, and 376, or consent of instructor.

561 Developmental Biology (4) Study of the progressive changes that occur within cells, tissues, and organisms during their life span. Studies development from the molecular, biochemical, genetic, morphological, and physiological levels. Emphasis on experimental approaches to gene expression and its role in programming development. Prereq: BIOL 334, 434.

651 Topics in Biology for Teacher Preparation and Enhancement (1-4) A special topics course for advanced teacher preparation and for in-service teacher enhancement. Advances in biological concepts, processes, methods, or issues. Focus on new advances in knowledge, hands-on experiences, the interface of scientific knowledge with topics of daily life and environmental concern, or ethical issues raised by new advances in biology. Subject matter will vary from semester to semester when the course is offered. Prereq: consent of instructor.

691 Graduate Topics in Biology (1-4) Advanced independent study course for biology graduate majors in which topics on the broad inter-relationships of biology with other sciences are considered. Prereq: consent of instructor.

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## Chemistry

518 Seminar and Chemical Literature (2) A study of the chemical literature. The preparation of a scientific manuscript and the presentation of a seminar.

521 Instrumental Methods of Analysis I (3) A study of principles and applications of instrumental analysis including an introduction to error analysis and absorption and emission spectroscopy. Techniques include UV, IR, NMR, atomic absorption and emission. Prereq: CHEM 253, 321.

522 Instrumental Methods of Analysis II (3) A continuation of CHEM 521 with emphasis on electronics, chromatographic techniques and electroanalytical methods. Prereq: CHEM 253, 321.

541 Inorganic Chemistry (4) Introduction to the chemistry of all the elements, developed from the principles governing atomic structure and bonding, with special emphasis on transition metal and organometallic chemistry. A special research project is required.

553 Organic Qualitative Analysis (3) The development of the qualitative procedures and techniques used in organic chemistry. Prereq: CHEM 254.

558 Topics in Organic Chemistry (2) An advanced course in organic chemistry that considers special topics. Prereq: CHEM 254; recommended CHEM 462.

## Geography

575 Remote Sensing and Image Analysis (3) A study of elements of airborne and space borne remote sensing systems, including aerial photography, radar, thermal, multispectral. Emphasis on use of remotely sensed images for environmental monitoring, resource assessment, land use, and terrain analysis.

## Geology

605 Temporality in the Sciences (3) An intensive analysis of the role of time in the development of science. An interdisciplinary study assuming several distinct temporalities that form a nested hierarchy proceeding from the level of electromagnetic radiation to the mind of man. Investigates each temporality and its contribution to our overall understanding of the physical world. A science core course in the MALS program. Cross-listed as LBST 605.

## Industrial Management

531 Industrial Safety (3) 3 hours lecture. A study of Occupational Safety and Health Regulations, and their effect on industrial management and engineering. Accident investigation, liability, workman's compensation and hazard control will be studied with emphasis on safety management techniques and planning. No prereq.

601 Special Studies in Industrial Management (1-3) Directed study of topics in industrial management conducted in a seminar setting. Reading and writing assignments are based on current technical and professional literature in the field of industrial management. Guest lecturers and invited experts from government and industry complement the assigned readings and seminar discussions. Semester credit hours awarded for each offering of this course will be determined in advance based on the course requirements established by the instructor. No prereq.

602 Operations Systems Analysis And Modeling (3) 3 hours lecture-Application of linear programming and optimization algorithms in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at linear programming, queuing theory, waiting line models, systems analysis, and computer simulation applications for enhancing the productivity and efficiency of modern technological enterprises. Prereqs: MATH 215-Survey of Calculus or equivalent, DSCI 501-Survey of Statistics or equivalent, or approval of graduate student advisor. No prereq. (Approval pending)

611 Principles and Practices of Project Management (3) 3 hours lecture. An examination of the fundamental principles of management with emphasis on project management in technical enterprises. Lectures, case studies, and role-playing exercises are used to enable students to develop an understanding of key management concepts and provide opportunities to employ and evaluate a variety of project management techniques in typical industrial settings. Time management strategies, problem-solving techniques and decision-making tools are emphasized. No prereq.

614 Interpersonal Communications within Organization (3) 3 hours lecture. This course provides a review of the research and applied approaches to organizational communication. The course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations. No prereq.

621 Human Factors in Design (3) 3 hours lecture. Study of the methods for designing the interface between humans and machines. Emphasizes the use of anthropometrical data and consideration of environmental factors for designing improvements of industrial and office workspace. No prereq.

625 Principles of Computer-Aided Design and Manufacturing (3) 3 hours lecture. Theory and practice in the operation of several micro and mini computer-based CAD systems for the generation of engineering documentation. Generation of symbols and shape descriptions using geometric primitives in both two and three-dimensional systems. Discusses the application of CAD to manufacturing and the management problems associated with CAD technology. Prereq: TECH 121-Engineer Modeling and Documentation or equivalent experience.

635 Computer-Aided Design and Manufacturing Applications (3) 3 hours lecture. A project-oriented course in computer-aided design and manufacturing. Emphasizes developing a working knowledge of how CAD/CAM processes can be applied to various engineering disciplines and how CAD/CAM changes the nature of the management function in engineering. Uses two- and three- dimensional software. Orientation to the software is a continuation of IM 625. Prereq: IM 625-Principles of Computer-Aided Design and Manufacturing.

651 Economic Evaluation of Industrial Projects (3) 3 hours lecture. An intensive examination of the principles and applications of analytical techniques for evaluating capital investments, equipment replacements, production costs, and alternative investment and expenditure proposals in which the time value of money is a primary consideration. Includes study of present worth and rate of return analysis, depreciation and depletion, replacement analysis, benefit-cost analysis and methods for incorporating tax considerations in economic evaluation decisions. No prereq.

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671 Graduate Project (2) An industrial management project relevant to the student's area of specialization selected by the student, subject to approval by the student's advisor. The project must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. Prereq: consent of advisor.

691 Leadership Project (3) A leadership project or series of case studies relevant to the student's area of specialization and drawn from industry. Selection by the student subject to approval by the student's advisor. The project or case study must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. All other coursework must be completed before this course is started.

698 Individual Study in Industrial Management (1-3) Supervised study or research in a specific area of industrial management. Subjects for investigation are selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Not repeatable for graduate credit. Credit hours to be awarded for successful completion of the required investigations will be determined in advance by the graduate faculty member supervising the student's work. No prereq.

## Mathematics

601 Using the Graphing Calculator in the School Curriculum (1) In this 24-hour workshop participants will develop a better understanding of graphing technology while considering the following topics: domain, range, linear and quadratic functions, common solutions, inequalities, extreme values, slope, translations, rational and trigonometric functions, asymptotes, statistical menus and data, exponential and logarithmic functions. Problem solving and programming will be included throughout.

602 Concepts and Practices in General Mathematics (3) A practical approach to the development of programs, methods of motivation, and mathematical concepts for the teacher of general mathematics. Prereq: 15 hours of math including calculus.

603 Fundamental Concepts of Algebra (3) The conceptual framework of algebra, recent developments in algebraic theory and advanced topics in algebra for teachers and curriculum supervisors. Prereq: 24 hours of math including calculus.

604 Fundamental Concepts of Geometry (3) The conceptual framework of many different geometries, recent developments in geometric theory, and advanced topics in geometry for teachers and curriculum supervisors. Prereq: 24 hours of math including calculus.

605 Problem Solving in Mathematics (3) Theory and practice in mathematical problem-solving; exploration of a variety of techniques; and finding solutions to problems in arithmetic, algebra, geometry, and other mathematics for teachers of mathematics and curriculum supervisors. Prereq: 24 hours of math including calculus.

611 Introduction to Analysis for Secondary Teachers (3) A study of continuity, differentiability and integrability of a function of a real variable particularly as these properties appear in the secondary school mathematics curriculum. Prereq: at least an undergraduate minor in mathematics.

614 Basic Topics in Mathematics for the Elementary Teacher (3) For the elementary teacher who needs to have a better understanding of mathematical content. Sets, numeration systems and algorithms for computation are studied in conjunction with a logical but non-rigorous development of the real numbers.

624 Intermediate Topics in Mathematics for the Elementary Teacher (3) Topics included are an intuitive study of geometric figures, measurement, basic algebra and functions, and the rudiments of statistics and probability. Designed for the elementary teacher who needs a better understanding of mathematical content

638 Fundamental Models in Statistical Inference (3) This class emphasizes the study of probability models that form the basis of standard statistical techniques. Statistical techniques considered include inferences involving measures of central tendency and measures of variability, linear regression model estimation and goodness of fit hypothesis testing. Prereq: at least an undergraduate minor in mathematics.

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## OTHER UNIVERSITY OFFICES AND SERVICES

### Office of Alumni and Volunteer Services

In cooperation with the Alumni Association, this office coordinates a variety of programs and services to benefit alumni and students. All persons who have completed one semester's work on the campus are entitled to membership in the Alumni Association. Active Alumni Association members play a leading role in the success of the University through career networking, mentoring, recruiting, and volunteering.

This office is the liaison with the Student Alumni Association (SAA), which provides a link for students to work with the Alumni Association. SAA is a student-run organization committed to promoting and supporting the establishment of traditions at the University. Members have an opportunity to network with alumni and gain valuable leadership skills while working on SAA programs and activities.

Volunteering at USI has something for everyone—it is a rewarding way to share your talents and abilities or develop new skills. Volunteers could be students, faculty, staff, student organizations, or members of the community. Many volunteer opportunities are available within the University as well as in the Evansville community. Volunteers could assist with on-time events, short-term assignments, ongoing commitments, or on call as needed.

The newest volunteer opportunity is the One-on-One tutoring program. This program pairs adult tutors with children in the Evansville-Vanderburgh School Corporation. Any adult working or living in the Evansville area is welcome to participate. Call 812/465-1215 to discuss volunteer placement at the University.

### Career Counseling Center

Students who have not yet defined a career goal or who are having doubts about their originally declared academic major can benefit from the services of the Career Counseling Center.

Designed to assist the more than 40 percent of new freshmen who enter the University each fall without a declared major, the Career Counseling Center also assists upperclass students who are researching or reassessing their career objectives.

Services provided include personal career counseling, assessment of career-related interests, computerized career testing and information, job shadowing with alumni, and a variety of other individualized services specially designed to provide career search assistance to each student who visits the center.

Students who have a clearly defined career goal have been found to be more successful in the classroom than their peers who are uncertain about their goals. The mission of the Career Counseling Center is to support student success by providing help in selecting a major and a career that best fit the personality, values, and interests of each individual student.

The Career Counseling Center also recommends beginning freshmen enroll in a credit class (GENS 111 - Career and Life Planning) designed to provide career guidance in a group setting.

The Career Counseling Center is located adjacent to the lobby of the Robert D. Orr Center, room OC 1005. Students can schedule appointments by calling 812/465-1136.

### Career Services and Placement

An integral part of the University, the Career Services and Placement Office complements and supplements curricular programs by offering employment assistance to students and active alumni from all academic disciplines.

Upon admittance to the University, undergraduates may receive job referrals to both on- and off-campus positions through the Job Locator Service. Part-time jobs and summer employment opportunities listed with this office allow all students, regardless of financial need, to earn money to support their education.

Professional Practice Programs offer a unique opportunity for students to integrate classroom learning with career-related work experience in both the public and private sector. Although most are paid positions, the primary value of a cooperative (co-op) education or internship experience is the opportunity to clarify career goals, gain practical experience, and establish contacts with professional colleagues.

The co-op program offers two distinctly different patterns of study and work: alternate and parallel. The alternate pattern requires students to alternate semesters of full-time work with semesters of full-time study. The par-

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allel pattern offers part-time work experience over an extended period of time while the student maintains a minimum academic load. Internships are of shorter duration than a co-op assignment and normally are completed near the end of a student's college tenure. Since each program option has benefits to different students, programs are individually tailored to meet student and employer needs.

To be eligible for participation in either the co-op or internship programs, a student must have a grade point average (GPA) of at least 2.0 and must have completed at least 32 credit hours. Transfer students must have attended the University for one full semester. Requirements for students from certain academic disciplines are more stringent, requiring that particular classes be completed before eligibility can be met.

Students who have completed, or who will be completing, a degree program within the next calendar year may receive instruction in professional job search strategies. Workshops emphasize the identification of individual marketable skills and assist with resume preparation and interviewing techniques. For students who are interested in a more extensive study of goal setting, professional development and the mechanics of the employment search, a one-credit-hour course (ASBE 401) is also available. Although offered through the School of Business, this course is open to seniors from any academic discipline.

Those who anticipate utilizing the programs offered by the Career Services and Placement Office in conducting their professional job search should complete graduate placement forms at least two semesters prior to graduation. Once registered, graduates are referred to vacancies relevant to their areas of interest, in addition to having the opportunity to meet employer representatives during recruiting events on campus, and having access to the Internet and notices listed on the Career Services Job Hotline and Web page.

During the Supervised Teaching experience, teaching majors will receive information on registering with the Career Services Office. Students who earn a degree or complete a teacher certification program from the University are eligible to establish a professional credential file with the office. Others may access job postings in the Career Resource Center. The Career Resource Center contains both printed and audio-visual materials covering such diverse topics as

career and occupational information, job search techniques, company literature, and recruiting events. Information regarding the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT), both which are frequently required for admission to graduate programs, may be obtained by contacting Career Services and Placement or the Graduate Studies Office.

### Center for Communal Studies

The Center for Communal Studies focuses on understanding intentional communities of the past and present, here and abroad. Located in the School of Liberal Arts, the center assists University students, faculty, and visiting scholars examine communities established by religious and reform movements. The center is an international clearinghouse for information as well as a research facility through its extensive archival materials in the Special Collections Department of Rice Library.

The center facilitates meetings, seminars, publications, and networking. It sponsors a lecture series and other events at the University and nearby New Harmony, Indiana, the site of the nineteenth-century communities of the Harmonists and Owenites. A prize is awarded annually to an undergraduate or graduate student who submits the best scholarly paper on a communal theme by the previous December 15. The center is contributing to the emphasis upon community as society begins the 21st century.

### Center for Teaching and Learning Excellence

The mission of the University's Center for Teaching and Learning Excellence is to promote effective teaching, support continued faculty development, and to facilitate the University community's efforts to provide effective learning experiences for students.

The goals are to serve as a clearinghouse for information about activities, resources, and projects related to the enhancement of teaching and learning; to acquire and distribute grant monies for new course development, assessment of student learning, exploration of innovative teaching methods, and/or research on issues related to teaching and learning; to provide support in addressing special teaching and learning needs; to provide assistance to new educators on campus; and to develop a synergistic relationship between the various campus resources directed toward teaching and learning.

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## Office of Development

The Office of Development is responsible for developing, coordinating, and implementing a comprehensive fund-raising program for the University.

One of its primary responsibilities is to provide staff assistance and guidance for the University Foundation, founded in 1968 as the official gift-receiving agency of the University. As an Indiana not-for-profit (501)(C)(3) corporation, the University Foundation promotes, receives, invests, and disburses gifts for the benefit of the University.

## Evansville Center for Medical Education

The Evansville Center for Medical Education of the Indiana University School of Medicine is a part of the Indiana Statewide Medical Education System, in which the regular medical curriculum of the first two years is offered. Each student admitted to the Indiana University School of Medicine is assigned to one of nine campuses. Campus preference is honored as closely as possible.

Facilities for teaching and research include classrooms and teaching laboratories and faculty offices and research laboratories. The facilities are located on the third floor of the Health Professions Center. The curriculum consists of courses in Gross and Microscopic Anatomy, Biochemistry, Physiology, Microbiology, The Patient-Doctor Relationship, and Neurobiology in the first year and Pharmacology, Medical Genetics, Biostatistics, Introduction to Medicine, and General and Systemic Pathology in the second year.

The opportunity is available in the third year to spend the required one-month Family Medicine Clerkship in Evansville.

Likewise, fourth-year students in the School of Medicine also may spend a portion of the senior year in electives based in hospitals and clinical facilities in Evansville.

Specific inquiries about the center programs may be addressed to the Office of the Dean, Indiana University School of Medicine, Indianapolis, Indiana 46223, or may also be made to the assistant dean and director, Evansville Center, on this campus.

## Extended Services [www.usi.edu/extserv](http://www.usi.edu/extserv)

Extended Services coordinates academic outreach activities of the University. Its mission is to extend the resources of the University through education and train-

ing programs, assessment activities, consulting, and related services that assist in the educational, human resource, and economic development of southern Indiana. Components of Extended Services are:

### Academic and Community Outreach Services

**Bachelor of General Studies Program** - The Bachelor of General Studies (BGS) program is designed for working adults who want to complete a baccalaureate degree that builds on their previous education, training, and work experience. It requires completion of the standard 124 credit hours, including the Core Curriculum, but allows flexibility in program design. Call 812/464-1863 for additional information or visit the Web site at [www.usi.edu/extserv/bgs.htm](http://www.usi.edu/extserv/bgs.htm).

**The College Achievement Program (CAP)** is a cooperative program between the University of Southern Indiana and participating high schools which allows highly motivated high school junior and senior students to take regular college courses in their own high schools at a reduced rate of tuition. Courses are taught by carefully selected high school faculty who are trained in special workshops by University faculty members. Available courses include freshman-level English, History, Computer Information Systems, Economics, and Health Professions survey courses.

**Off-Campus Credit Courses** are offered each fall and spring at Castle High School, the Eastside Center (on Evansville's southeast side), and the Signature Learning Center downtown. Several other sites are utilized on a periodic basis, with most off-campus courses being applicable to the Core Curriculum or to the special needs of the nearby population.

**Continuing Education** manages off-campus credit courses at seven sites in southwestern Indiana and a wide variety of noncredit programs and services. There are more than 9,000 noncredit registrations annually. Selected courses and seminars carry Continuing Education Units (CEUs) or other measures of continuing education achievement for various professionals including accountants and social workers. The University maintains a permanent file of all continuing education hours granted.



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Continuing Education for *Nursing and Health Professions* includes a variety of programs offered in diverse formats including via the Internet and videotape as well as face-to-face on campus. *USI* is an approved provider of continuing education for nurses and nursing home administrators; continuing education offerings for other health professionals are submitted for approval on a program-by-program basis.

**School, Family, and Children's Programs** include week-long summer courses for school-age children, study skills and test preparation for middle and high school students, parenting skills development courses, and skill-building courses for teachers. Staff is available to consult with businesses and organizations on development of child care systems and work/life policies.

**Noncredit Programs and Conferences** are continuing education programs for people of all ages, educational backgrounds, and areas of interest. Programming includes swimming lessons for children, arts and leisure activities for adults, and many diverse personal development opportunities. Schedules are released each year in early January, early May, and late August. Conference planning and management services for on-campus departments and community organizations are available throughout the year.

**English as a Second Language (ESL)** programs are designed to assist those whose native language is not English to acquire the vocabulary and skills necessary for success in educational or business settings. ESL credit classes are offered on campus each fall and spring. Customized programs can be created for businesses and organizations. Call 812/464-1989 for information.

The mission of the **Southern Indiana Japanese School (SIJS)** is to provide academic programs, especially in Japanese language and culture, mathematics, and the sciences, for Japanese children in the region. These programs are designed to keep Japanese children current with their peers in Japan. Located at *USI's* Eastside Center, SIJS operates primarily on Saturdays with occasional special after-school activities. SIJS is operated by *USI's* Extended Services in cooperation with a Board of Directors made up of executives from Japanese companies doing business in the Tri-State.

**Children's Center/Summer Enrichment Camp** - The Children's Center is a state-licensed and NAEYC-accredited facility open all year to the preschool children (ages two-six years) of *USI's* students and employees. The goal of the Children's Center program is to provide a happy, healthy environment where each child can grow emotionally, socially, and intellectually. Individual expression, small- and large-group interaction, creative play, music, art, drama, and physical activities are encouraged. Both full-time and part-time enrollments are available. Call 812/464-1869 or visit the Web site at [www.usi.edu/childcenter](http://www.usi.edu/childcenter) for further information. Summer and spring break school-age child care is available for ages seven through 11. Call 812/465-1274 for school-age care information.

## Professional Development and Business Services

**The Organizational and Professional Development Group (OPD)** provides the region's manufacturing, service, and health care organizations with performance improvement services including organizational assessment, on-site customized training, and business consulting. Utilizing the resources of the University, the OPD group can develop state-of-the-art computer-based or multi-media training, as well as more traditional formats. The OPD group provides the link between *USI's* academic resources and the needs of the business community. OPD also offers noncredit public training, including certificate programs, leadership conferences, ISO and QS implementation programs, and other business and professional development workshops. To meet job-specific needs, OPD offers certificate programs for human resource professionals, quality personnel, safety personnel, supply-chain managers, office professionals, and those in supervision. The Management program co-sponsored with the American Management Association, the Certificate in Quality Management, and the Management Diagnostic Center (MDC) offer individualized assessment and recommendations for those advancing in supervision. On-site and customized programs for employers are available in most business, professional, and technical areas, as is preparation for ISO/QS-9000 certification.

Computer training in popular applications is available and can lead to the Certificate in Computer Proficiency. *USI* also partners with Automated Office Solutions, Inc., to offer the popular Microsoft® Certified Systems Engineer credential. Customized computer application

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training is available at [www.usi.edu](#) or on site for organizations with suitable facilities.

Management and program coordination services are available to professional groups. Current partners include the **National Association of Purchasing Management (NAPM)** and **The Tri-State World Trade Council (TSWTC)**. NAPM is a progressive association with a mission to provide national and international leadership in purchasing and materials management, particularly in the area of education, research, and standards of excellence. TSWTC is a nonprofit organization promoting a shared interest in the development of international trade in the Tri-State area. The council informs, advises, assists, and represents its members with the purpose of furthering international trade. Many council programs are open to [www.usi.edu](#) students, often at no charge.

### Regional Heritage Development

**Historic New Harmony (HNH)** preserves and interprets the rich and diverse heritage of New Harmony, Indiana, the home to two historic communal societies of the early 19th century. An outreach program of the University, HNH offers award-winning interpretive tours, education programs, exhibits, and special events. Faculty have the opportunity for research in a number of disciplines. Students gain experience through internships in areas such as arts management, marketing, history, education, geography, and historic preservation. Historic New Harmony is a unified program of the University of Southern Indiana and the Indiana State Museum. Call 812/682-4488 or visit [www.newharmony.org](http://www.newharmony.org) for more information.

**Historic Southern Indiana (HSI)** is a historically distinctive region, the 26 Indiana counties between US Highway 50 and the Ohio River. HSI is also a heritage-based outreach program of [www.usi.edu](#) that coordinates and facilitates the efforts of an alliance of people committed to identifying, protecting, enhancing, and promoting the cultural, historical, natural, and recreational resources of southern Indiana. Major initiatives include collaborative promotion, scenic byways, hospitality training, interpretation development, and school enrichment programs. Call 812/465-7014 or visit [www.usi.edu/hsi](http://www.usi.edu/hsi) for more information.

### Food Service

The University food service, operated by Sodexo-Marriott Dining Services, includes the Eagles Nest snack bar (seating 200), featuring pizza, hamburgers, hot and cold sandwiches, and salads; the Sub Connection; and The Loft (seating 300), serving lunch and dinner seven days a week. Catering facilities are available for groups up to 600. A full-service convenience store, Eagle Express, is open at the O'Daniel Apartments Student Service Center, offering standard convenience store services, as well as made-to-order pizzas and sub sandwiches. For additional information visit the Web site located on the [www.usi.edu](#) Web page under administration. The Web site includes a complete description of services, monthly menus for The Loft, ongoing promotions or specials, and employment opportunities.

### Instructional Technology

Visit ITS on the Web at [instructech.usi.edu](http://instructech.usi.edu); and visit the [www.usi.edu](#) Learning Network at [www.usi.edu/distance](http://www.usi.edu/distance).

**Audio-Visual Equipment** - Instructional Technology Services provides audio-visual equipment to faculty and staff for classroom or other academic use. To avoid scheduling conflicts, 48-hour notice is strongly recommended for video and computer projection equipment and 24-hour notice for all other equipment. Some equipment items may be requested on a semester-loan basis. For information on scheduling or to request a complete list of items available for loan, call extension 1888 or send e-mail to Instructional Technology Services.

**Computer and Multimedia Presentation** - The Instructional Technology Services department deploys computer data projection equipment for faculty to support their classroom and professional activities. For those less familiar with this technology, the department offers instructional consulting in the design and development of presentations created in Microsoft PowerPoint™. The department also can assist with scanning pictures, photos, and slides. A digital camera is available for checkout to faculty and staff for multimedia projects. CDROM authoring through Instructional Technology Services allows faculty an opportunity to store a wealth of notes, data, and images in a readily accessible and compact format for ready retrieval both in and out of the classroom.

**Production** - Instructional Technology Services provides a variety of media production capabilities for academic and University-related activities. Assistance is available

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in the development and design of instructional media including audio and video production, multimedia presentations including posters, transparencies, slides, and MS PowerPoint™, CDROM creation, World Wide Web design, and videoconferencing. Photographic copywork, image and slide scanning, and film-processing services also are available.

**Video Rentals** - Instructional Technology Services maintains a videotape catalog collection to assist faculty in locating instructional materials. Due to increased videotape use and equipment availability, many titles formerly available only on film now are offered in videotape formats. Videotape rentals are provided at no charge to the user for all scheduled classes. Rental requests should be received by Instructional Technology Services at least six weeks prior to presentation date to assure availability. For information or booking call 812/465-1888 or visit ITS on the Web at [instructech.usi.edu](http://instructech.usi.edu).

**Distance Learning, Teleconferencing, and Related Services** - Instructional Technology Services coordinates and monitors classes and videoconferences broadcast through IHETS (Indiana Higher Education Telecommunications System). Designated areas are specially equipped for this purpose, complete with telereponse (talk-back) capability. A satellite television receive system allows the University to participate in selected teleconferences. Full-motion and ISDN two-way, interactive videoconferencing is also available through Instructional Technology Services including full technical support for conference connections worldwide. This videoconferencing technology offers a unique collaborative tool for faculty and students by connecting the University to a variety of experts and peers in cities across the globe. Videoconferencing and satellite teleconferencing provided through Instructional Technology Services also allows [www.usi.edu](http://www.usi.edu) faculty an opportunity for community outreach through the offering of distance learning programs and courses.

**Distance Education** - The [www.usi.edu](http://www.usi.edu) Learning Network offers courses and programs via technology such as CD-ROM, electronic mail, Internet, television, videotape, or other media to meet the needs of its students. These distance learning technologies allow students to enroll in courses that better fit their time or travel needs. Some courses are broadcast live via satellite to IHETS (Indiana Higher Education Telecommunications System) receive sites throughout Indiana. Other courses reach students via multi-point videoconferencing systems that connect two

or more sites. The [www.usi.edu](http://www.usi.edu) Learning Network operates a Learning Center to serve both faculty and students on- and off-campus. The Learning Network consults with public groups, other schools, and business and industry to develop a wide range of adult programs in continuing education, noncredit courses, certificate programs, and special programs for K-12 teachers and students including dual-credit college and high school courses. The [www.usi.edu](http://www.usi.edu) Learning Network may be reached at 800/813-4238 and on the Internet at [www.usi.edu/distance](http://www.usi.edu/distance).

[www.usi.edu](http://www.usi.edu) coordinates its distance learning course offerings with other Indiana colleges and universities through the Indiana Partnership for Statewide Education and the Indiana College Network. The Indiana College Network provides general information, placement testing, advising, and course information to students wishing to take distance education courses offered by [www.usi.edu](http://www.usi.edu) and other institutions.

**Technology Training and Testing Services**- This office arranges in-service programs on media-related topics through Instructional Technology Services for faculty and student groups. On request, faculty can be introduced, instructed, and updated on the use of instructional media and equipment including the design and operation of Web sites to supplement traditional courses and to develop distance learning courses and programs. The department houses the Scantron automated test-scoring machine (assistance is available). Forms for use with the Scantron are available through Instructional Technology Services.

### Library Services

The David L. Rice Library supports and extends the academic programs of the University by providing research and instructional materials as well as recreational and general interest materials. Study facilities for the University community include seating for approximately 450. During regular sessions the library is open over 90 hours a week, including evening and weekend hours. Rice Library's Web site, [www.usi.edu/library/library.htm](http://www.usi.edu/library/library.htm), is available when the library building is closed. It allows access to the online catalog, electronic databases, and hundreds of Internet links selected and organized to assist in finding information on a variety of topics from many sources. The Web site also is the most current source for library hours, services, and contact numbers for staff.

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Rice Library's collection of over 300,000 volumes is available in open stacks, so that users have easy access to most resources. Approximately 4,000 books are added each year along with electronic resources, videos, and other formats; thus, the library's collections include books, journals, microforms, compact discs, videocassettes, CD-ROMs, online databases, and full-text articles on many subjects. Assistance in identifying, locating, and using resources is available at the Reference Desk during most open hours.

Rice Library receives about 1,000 periodicals and newspapers in print but has access to over 5,000 full-text journals via the Internet (see the library's Web site). One of several print formats is microform; coverage ranges from the latest government reports to 1850s newspapers; microform reader/printers are located on the main level, as are several photocopiers for other print materials. Also located on the main level are the print periodicals and newspapers, and there is a casual reading area near the front of the building. Adjacent to this reading area is a collection of browsing books for recreational reading. Electronic resources are accessible within the library, from other computers on campus, and in some instances remote access is available.

The library's integrated online system is Endeavor's Voyager, the same system used by Purdue University, Indiana State University, Vincennes University, and Ivy Tech State College as well as hundreds of other libraries. This system is used for ordering, receiving, cataloging, and checking out materials as well as for identifying the library's holdings. By using this system to connect to other systems, the library is able to use shared cataloging records from OCLC, a national bibliographic utility with over 40 million records. OCLC also enables the library to borrow items from many participating libraries, and the library uses Ariel and other means of enhancing and expediting the interlibrary loan service. Eligible students and faculty may arrange for interlibrary loan service at the circulation counter on the main level.

Other aspects of the library's integrated online system include a checkout system that allows students and staff with a library-barcoded University Eagle Access card to check out materials easily. The library user may search the online catalog by author, title, keyword, or subject, and identify the item's location and availability. If an item is already checked out by someone else, in most cases a request may be made to secure that item and hold

it for a specified time. If an item is not overdue or on hold for another library user, students may renew books for themselves ("self-renewal") on the Voyager system.

As the variety and complexity of sources in many formats increases, formal library class instruction has become even more essential. Instructors may schedule sessions tailored to individual course needs for their classes with a library assignment by contacting the Instructional Services librarian. This instruction is usually provided in a small lab on the main level, so that some hands-on learning is possible. The lab is reserved for such classes during most daytime hours. On evenings, weekends, and during periods when classes are not scheduled, this lab is open for general student use. Lab users are expected to be self-sufficient in using this software, since this lab is usually without staff support when open for general purposes. These are the only computers in the library that may be used for word processing, spreadsheets, and other such programs.

The University Archives and Special Collections collects, preserves, and services materials related to the University's history as well as some distinctive areas of collection. Two of its major collections are the Mead Johnson & Company Archives and the Blair collection of photographs documenting this region from the late 1800s. Also included is a collection on communal societies, and information on historic and contemporary intentional communities. Another specialized collection is the Government Publications Depository of over 60,000 hardcopy and 270,000 microform federal documents. The documents cover a variety of subjects including career information, the environment, and consumer guidance.

Another unit, located on the library's lower level, is the Learning Resources Center (LRC). The LRC serves students in several ways. For any student doing general research, the LRC provides non-print material in audio and visual formats to accompany oral presentations in many disciplines. Another collection is teaching materials and textbooks, used by education majors but equally useful to anyone needing basic information on many subjects. There also is a collection of music CDs, which may be checked out by students and staff.

A separate cluster of e-mail terminals at the front of the main level is available for student use. In order to ensure that library computers are available for the online cata-

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log and research databases that may not be available elsewhere, these are the only computers meant to be used for e-mail. On the upper level, in addition to the book collection and open study space, is an enclosed section equipped with vending machines; this is the only area of the library where food or drinks are permitted. This area includes small rooms for group study.

### Office of News and Information Services

The News and Information Services Office prepares and distributes official news releases pertaining to the University and works with news media representatives to generate news coverage for *the University*, its faculty and students, and higher education in general. This office provides editorial and creative development assistance to offices and offers project guidance and coordination to ensure publications are completed according to grammar and composition rules and the University's style and standards. The office publishes *University Notes*, *the University Magazine*, Speakers Bureau directory, and maintains a media experts listing of faculty and administrative staff. A photojournalist in the office takes photographs and keeps photo records of campus events and personalities for campus publications, the *the University* Web site, and-promotion efforts.

**Web Design** - The Web team is responsible for development of the University's Web presence. With direction from the Web Council (the four vice presidents), the Web team establishes objectives to make the site an effective agent for campus communication. Two members of the Web team report to News and Information Services and follow the goals of the Web team to ensure frequent updates, a consistent look, correct content, customer service, simple navigation, and offerings that appeal to multiple audiences with their wide range of interests. Content developers from campus offices and departments coordinate their office's or department's Web efforts through the Web team, which offers such services as consultation, graphic design and layout, content creation and editing, Web application development, and research on new Web technology. Other members of the Web team are a programmer and a technician.

### Office of Printing Services

The Printing Services office, located in the Publishing Services Center, is *the University's* full-service in-house reprographic facility offering consultations, estimates, competitive bids, graphic design, prepress, offset printing, bindery, photo-copying, and color copying services. The office coordinates the production of publications for the University community, including such items as brochures, booklets, stationary, invitations, magazines, applications, forms, business cards, and more. The director reviews all publications for scheduling, quality, content, copyright compliance, and postal regulations. All printed materials for the University are routed through the Printing Services Department. Direct questions to 812/464-1954. Office hours are 8 a.m. to 4:30 p.m.

**Copying Services**- *the University's* centralized Copy Center and office also is located in the Publishing Services Center. Approximately 42 walk-up copiers, designated for one to 10 copies per page, are strategically located across campus and in New Harmony to assist faculty, students, and staff with their copying needs. Students will find coin-operated copiers conveniently located in Rice Library, University Center, Orr Center, Health Professions Center, Wright Administration Building, Forum Wing, Technology Center, Religious Life office, and Residence Life office. For high volume and complex copying that may require such features as folding or padding, the fully-staffed and centralized Copy Center is ready to assist you. Direct questions to the Copy Center supervisor at 812/464-1889.

**Color Copying Services**- In the Copy Center, Printing Services provides high-quality color copying services to the University. The Xerox DC40 accommodates a selection of sizes and finishes of output materials. Documents can be copied from your original hard copy or from a disk using various common-use software. Contact the Copy Center at 812/464-1889 for specifics on disk submission and turnaround time.

Copy Center hours are:

- 8 a.m.-5 p.m., Monday-Thursday during spring and fall semesters (closing at 4:30 p.m. on Fridays)
- 8 a.m.-6 p.m., the first two and last two weeks of the semester
- 8 a.m.-4:30 p.m., Monday-Friday during summer, winter recess, and spring break

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**Document Development and Printing** - Printing Services manages the University's in-house printing facility offering a full range of print-related services. The director and client determine paper, ink, and general document details prior to entering the document into the job tracking/archive system and beginning the design portion. The University's in-house print shop is equipped with two two-color offset presses, prepress equipment, and various bindery equipment. Staffed by two trained press operators and an assistant, this shop produces high-quality printed products for the University and assures out-sourced printing projects meet quality standards and delivery requirements.

**Graphic Design** - An in-house staff designs publications using up-to-date technology and software in desktop publishing, illustration, and design. Pieces are produced with purpose and economy in mind. Adherence to strict postal regulations is designed into mailing pieces.

### Safety and Security

The Safety and Security Department maintains 24-hour, seven-day-a-week coverage of the campus. Security duties include traffic control, security of physical assets, and safety of all employees, students, and guests of the campus. In addition, all security staff are trained as first responders and in other emergency procedures. Emergency telephones, which ring directly to Security, are located throughout the campus. Security officers operate a free escort service to O'Daniel and McDonald apartments and to the parking lots 24 hours a day. The campus number to call in case of any type of emergency is 7777.

The University will strive to create and maintain a safe and secure environment on all properties it owns and sites it leases or manages for official activities. The University believes that members of the University community can assist in keeping themselves from harm by using safety precautions and by knowing as much as possible about the frequency and type of security breaches which occur on University property. To that end, the University Safety and Security Department records and annually publishes statistics on crime and security matters, and the University provides timely warnings of crimes or incidents which may be considered a threat to the University community.

A copy of the annual statistical report can be requested from the Safety and Security Office at 812/464-1845.

### Office of Special Events and Scheduling Services

Special Events and Scheduling Services assist University or community groups in both planning their events and scheduling the necessary facilities.

**Special Events Office** - This office coordinates University-wide events such as Founders Day, Honors Week, and Commencement, as well as lends assistance to event sponsors in planning invitations, promotion, menus, and decorations. This office also works on off-campus events: the University's float in community parades, University-sponsored trips, and the University's exhibit at the Indiana State Fair. For assistance, call the Office of Special Events at 812/464-1930.

**Conference and Meeting Planning** - The manager of conference and meeting planning will work with on- and off-campus groups to plan their meeting, event, or conference. This person is responsible for executing all details of the event and coordinating the necessary University services (for audio/visual, food service, room set up, etc). This office also provides oversight and support to the management of the University Center and its operations. The manager of Conference and Meeting Planning can be reached at 812/465-1213.

**University Center** - The University Center supervisor is responsible for the day-to-day operations of the University Center, serves as a liaison to the offices and retail centers in the building, and provides on-site event support for events in the University Center. The UC managers are a part of this team as well. The University Center supervisor can be reached at 812/465-1257.

**Scheduling Services** - This office works with all on-campus faculty and staff as well as off-campus groups who need to schedule an event or activity on campus. This office handles all reservations for University facilities: academic space, conference rooms, food service facilities, recreation areas, playing fields, and outdoor areas. (Student organizations schedule meeting and event space through the Student Reservations Office 812/465-7037.) The Scheduling Services supervisor will resolve competing requests for the same facility. In addition, this office works to promote the campus and its facilities to off-campus groups looking for summer conference space. To reserve space, please call Scheduling Services at 812/465-7080.

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**Student Reservations Office-** Similar in scope to the Scheduling Services Office, but dedicated to student groups, this office schedules all the event and meeting needs for USI clubs and organizations. Staff assist student groups in developing the details of their event and coordinate the necessary support services (Food Service, Instructional Technology, etc.). A strong link with the Student Development Office, the Student Reservations Office seeks to help clubs and organizations plan and host successful, well-organized events, meetings, and programs. Student groups and/or their advisors are welcome to include the staff from this office in their planning meetings. The office can be reached at 812/465-7037.

**Central University Calendar** - A schedule of all University-related events is kept in Special Events. The office also keeps a schedule of major events in the community so that University departments can avoid conflicts. Faculty and staff contemplating an event should check first with this office, 812/464-1930.

**Conference Services-** To fully utilize the newly expanded housing and meeting facilities on campus, the Conference Services manager works with on- and off-campus groups needing facilities for multi-day conferences during the summer months. Student and professional groups, ranging in size from 150-500-plus participants will have access to dining, meeting, recreational, and sleeping facilities to meet their conference needs. This office is responsible for marketing a conference site and is the primary contact for any groups planning a conference at . For additional information, call 812/464-1930.

### Office of Veteran Affairs

This office monitors the frequent changes that are made to the laws governing Veteran' educational assistance programs. Staff work with prospective and enrolled students who are veterans, servicepersons, dependents, and survivors of veterans and other eligible persons to keep them informed of the changes, as well as the eligibility and entitlement provisions of the various programs available. There are 11 educational assistance programs and the basic eligibility criteria usually vary from one to another. The office also serves as the contact office for "Operation: Expanded Horizons," a statewide effort to recruit recently discharged military servicepersons to enter high education.

This is the certifying office for the enrollment of persons training under the veterans' programs. All veterans, servicepersons, dependents and survivors of veterans, and anyone else who may be eligible for veterans' assistance should contact this office. Students receiving Veterans' Administration educational benefits must make contact with this office each semester to begin or continue their certification of enrollment process to the Veterans' Administration Regional Office.

This office also evaluates, for possible university credit, military courses, workshops, and training completed while in service. Those wishing to have their military experiences evaluated for possible university credit must bring an original/certified copy of their DD214 to the office.

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# ADMINISTRATION AND FACULTY

## THE ADMINISTRATION

### Administrative Officers

H. Ray Hoops .....	President
John W. Byrd .....	Vice President for Student Affairs
Robert L. Reid .....	Vice President for Academic Affairs
Richard W. Schmidt .....	Vice President for Business Affairs and Treasurer
Sherianne M. Standley .....	Vice President for Advancement

### Administrative Staff

(Instructional staff with part-time administrative responsibilities also are listed.)

Michael D. Adcock .....	Library Computer Services Administrator
Miwa Agatsuma .....	Teacher, Southern Indiana Japanese School
Juzar Ahmed .....	Academic Services Coordinator
James R. Ahrens .....	Assistant Director of Procurement and Distribution Services
David W. Alexander .....	Computer Systems Analyst
Patricia A. Alston .....	Educational Programs and Tour Coordinator, Historic New Harmony
Diane L. Alvey .....	Bookstore Business Coordinator
Jennifer C. Anderson .....	Manager of Alumni/Development Information Systems
Yoko Aratani .....	Teacher, Southern Indiana Japanese School
Dennis T. Avery .....	Coordinator of Adult Marketing and Recruitment, Admission
Yumiko Baba .....	Teacher, Southern Indiana Japanese School
John E. Baburnich .....	Student Records Data Manager, Registrar
Larry G. Back .....	Academic Services Analyst
Christopher T. Barney .....	Assistant Baseball Coach
Jane E. Below .....	Web Writer, News and Information Services
Laurie M. Berry .....	Acting Assistant Director, Residence Life
Rick R. Beury .....	Computer Network Technician
Diana M. Biggs .....	Director of Internal Audit
Darrel E. Bigham .....	Director of Historic Southern Indiana Project
Don V. Bisesi .....	Head Women's Golf Coach
Andrew H. Black .....	Distance Learning Producer/Director, Distance Education
Larry W. Bohleber .....	Manager of Center for Human Resources Development
Wayne C. Bohm .....	Director of Computer Center
Karen H. Bonnell .....	Director of Instructional Technology Services
Deborah J. Bookout .....	Student Affairs and Instructional Services Coordinator, Nursing and Health Professions
David A. Bower .....	Associate Director of Development for Planned Giving
Glenna G. Bower .....	Student Fitness Center Coordinator
Susan R. Branigin .....	New Harmony State Historic Site Assistant Curator
Mary B. Branson .....	Credentials Analyst/Project Director of Degree Audit Reporting System, Registrar
Angela J. Brawdy .....	Manager of Benefits and Compensation
Steven J. Bridges .....	Controller and Assistant Director of Business Office
Christopher A. Briggs .....	Director of Food Services
Cynthia S. Brinker .....	Associate Vice President for Business Administration
James P. Brown .....	Head Men's Golf Coach
Traci L. Brown .....	Sales Coordinator, Historic New Harmony
James W. Browning .....	Director of Counseling
Timothy K. Buecher .....	Director of Career Counseling
Susan R. Bunning .....	Assistant Director of Development, Annual Giving
Pamela S. Buschkill .....	Children's Center Coordinator
JoEllen Bush .....	OPTIONS Advisor, University Division
Debbie H. Butler .....	Computer Operations Manager
MaryBeth Cable .....	Senior Admission Counselor
John E. Campbell Jr .....	Admission Counselor
Mark W. Chaszar .....	Area Coordinator, Residence Life
Linda L. Cleek .....	Associate Director of Extended Services; Conference Coordinator



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J.R. Compton .....	Senior Systems Analyst, Computer Center
Blake L. Cook .....	Director of New Harmony Gallery of Contemporary Art
John L. Deem .....	Associate Vice President for Student Affairs and Registrar and Director of Veterans' Affairs
Joan T. DeVillez .....	Extended Program Specialist, Academic Support in Housing
Jean M. Devine .....	Staff Accountant, Business Affairs
M. Suzanne Devine .....	Bursar
Pamela S. Doerter .....	Coordinator of Internship and Cooperative Education
John W. Drone .....	Staff Accountant, Business Office
Mary C. Drury .....	Computer Network Administrator
Julie Eickhoff .....	Special Projects Coordinator, Historic New Harmony
Sandra K. Farmer .....	Assistant Registrar
Larry J. Feldhaus .....	Manager, Distribution Services
Darlene M. Fisher .....	Director of Human Resources
Julie A. Floyd .....	Coordinator of University Division Advising
Leann Freeland .....	Assistant Women's Basketball Coach
Kathy W. Funke .....	Director of News and Information Services
Randa Gatling .....	Assistant Women's Basketball Coach
Michael L. Geppner .....	Computer Network Technician
Amber L. Gerkin .....	Program Coordinator for Recreation, Fitness, and Wellness
Terri A. Godfrey .....	University Division Advisor
Michael J. Goedde .....	Varsity Baseball Coach
Michael J. Goelzhauser .....	Bookstore Manager
David A. Goldenberg .....	Director of Procurement and Distribution Services
John H. Gottcent .....	University Core Coordinator
Joseph R. Gratz .....	Assistant Director for Intramural and Recreational Sports
Peggy A. Gaul .....	Coordinator of Continuing Education, Nursing and Health Professions
Jerry G. Green .....	Programmer/Analyst, Computer Center
Kimberlee Greenlee .....	Human Resources Coordinator
Heidi M. Gregori-Gahan .....	Director of International Programs and Services
Teresa R. Grisham .....	Programmer/Analyst, Computer Center
Deborah L. Hagan .....	Computer Network Technician
Jon Mark Hall .....	Assistant Athletic Director and Head Men's Tennis Coach and Compliance Coordinator
Judith A. Halstead .....	Director of Instructional Services and Resources, Nursing and Health Professions
Michael D. Harbison .....	Art Director/Digital Designer, Printing Services
Peggy F. Harrel .....	Director of Graduate Studies and Sponsored Research
Charles F. Harrington .....	Assistant Vice President for Academic Affairs
Barry J. Hart .....	Director of Safety and Security
Claudia G. Hawley .....	Manager of Conference and Meeting Planning
Stephen P. Helfrich .....	Director, Facilities Operations and Planning
Laura McDaniel Hendricks .....	Manager of Admission/Research Information
Rick J. Herdes .....	Assistant Men's Basketball Coach
Sandra J. Hermann .....	Director of University Division
Jeannette A. Hickey .....	Learning Specialist, Academic Skills
David R. Hill .....	Manager of Judicial Affairs, Residence Life
Michael R. Hillyard .....	Head Men's Cross Country Coach
Christine A. Hoehn .....	Director of Religious Life
Daniel E. Hogan .....	Head Men's Soccer Coach
Kathy A. Holscher .....	Vincennes Nursing Clinical and Advising Coordinator
Pamela F. Hopson .....	Director of Multicultural Center
Sarah E. Howard .....	Financial Assistance Counselor/Special Programs Coordinator
J. Robert Howell .....	Internal Audit Manager
Mary A. Hupfer .....	Budget Director and Foundation Fiscal Officer
Sandra J. James .....	University Division Advisor
Nils I. Johansen .....	University Division Advisor
James F. Johnson .....	Assistant Director, Student Development
Ken Johnson .....	Assistant Men's Basketball Coach
Nancy L. Johnson .....	Director of Alumni and Volunteer Services
Chris A. Johnston .....	Head Athletic Trainer
M. Edward Jones .....	Associate Vice President for Academic Affairs and Dean of Extended Services

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Michael W. Jones .....	Staff Engineer
Frederick Kalvelage .....	Staff Architect and Engineer, Physical Plant
Connie Keeling .....	Broadcast Engineer, Instructional Technology Services
Libby Keeling .....	Writer, News and Information Services
Victoria G. Kelley .....	Special Projects Director, Nursing and Health Professions
Keith R. Kennedy .....	Coordinator of Instructional Broadcast, Nursing and Health Professions
Trisha M. Kennedy .....	Assistant Director of Alumni and Volunteer Services
James S. Kerns .....	Programmer/Analyst, Computer Center
Dana M. Ketcham .....	Staff Accountant, Business Affairs
Shirley K. Kirk .....	Computer Applications Training Coordinator, School of Business
Scott M. Klassen .....	Web Support Coordinator, Computer Center
Nancy Kovanic .....	Lead Consultant, Organizational & Professional Development Team, Extended Services
Annie M. Krug .....	Director of Special Events
Debra S. Laster .....	Manager of Academic Information Systems
Sandra L. Lawrence .....	Director of Student Wellness
Jean Lee .....	New Harmony State Historic Site Curator
David W. LeRoy .....	Distance Learning Producer/Director, Distance Education
Ingrid E. Lindy .....	Manager of Human Resources Information Systems
Rebecca Lis .....	Assistant Women's Softball Coach
Timothy S. Lockridge .....	Assistant Director of Computer Services
Kevin V. Logue .....	Assistant Athletic Trainer
Judy H. Luther .....	Academic Skills Coordinator
Carolyn L. Maasberg .....	Assistant Bookstore Manager
Timothy B. Mahoney .....	Coordinator of Southern Indiana Labor-Management Forum, Manager of Special Projects
Miles D. Mann .....	Assistant Director of Facilities Operations
Shannon R. Martin .....	Senior Admission Counselor
Jason R. Maxwell .....	Academic Systems Analyst
Patricia A. Maxwell .....	Admission Counselor
Gary May .....	Director, $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ /Epi-Hab Center for Disability Studies
Molly E. McConnell .....	Assistant Director of Human Resources
Daniel A. McDonnell .....	Sports Information Assistant
Charmaine A. McDowell .....	Program Coordinator, Extended Services
Lisa M. McGuire .....	Program Advisor, Student Development Programs
Rosie C. McSweeney .....	Area Coordinator, Residence Life
Janice A. Meliska .....	Coordinator of Academic Advisement, Liberal Arts
Cindy R. Miller .....	Associate Bursar
Paul A. Miller Jr. ....	Assistant Director for Development, Corporate Giving
Michael A. Mohr .....	Staff Architect
Nancy M. Myers .....	Mathematics Specialist, Academic Skills
Steve J. Newton .....	Athletic Director
Suzanne A. Nicholson .....	Director of University Development and President of $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ Foundation
Catherine L. Nickens .....	Financial Assistance Counselor
Keietsu Nishimura .....	Director of Southern Indiana Japanese School
Jeanie Nunn .....	Supplemental Instruction Specialist, Academic Skills
Deanna L. Odney .....	English Specialist, Academic Skills
Vicki K. Oshodi .....	Human Resources Generalist
Eric H. Otto .....	Director of Admission
Timothy M. Owen .....	Web Development Coordinator, Student Affairs
Leslie D. Parker .....	Director of Printing Services
James M. Patton .....	Director of Student Financial Assistance
Julie A. Payne .....	Acting Director of Residence Life
Bruce A. Pearl .....	Men's Varsity Basketball Coach and Development Officer, Athletics
Jessica Pigman .....	Assistant Women's Soccer Coach
Donald E. Pitzer .....	Director of Center for Communal Studies
Ben Poormokhtar .....	Computer Network Technician
Keely Porter .....	Head Women's Tennis Coach
Jim R. Prior .....	Programmer/Analyst
Tasmina A. Quddus .....	Special Funds Accountant
Ginger L. Ramsden .....	Manager of Family, School, and Children's Programs, Extended Services

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Elizabeth Courtney Randolph .....	Photojournalist, News and Information Services
Saxon G. Reasons .....	Manager of Instructional Technology Program, Distance Education
Jon M. Reidford .....	Computer and Internet Services Coordinator, Nursing and Health Professions
Steven S. Renner .....	Managing Director of Lincoln Theatre and Manager of Southern Indiana Theatre
Tai E. Richardson .....	Admission Counselor
Lauren S. Rickelman .....	Extended Services Training Partner, School of Liberal Arts
Joanna M. Riney .....	Assistant Director of Student Financial Assistance
Renee M. Rowland .....	Program Director, First Year Initiatives
Mayola Rowser .....	Project Coordinator, School of Nursing and Health Professions
Robert W. Ruble .....	Associate Vice President for Fiscal and Physical Affairs
Mark A. Rusk .....	Assistant Director of Admission
Bob A. Rust .....	Staff Engineer
Mary Jane Schenk .....	Manager, Donor Relations
Timothy J. Schibik .....	Director, Center for Teaching and Learning Excellence, Coordinator of Lilly Retention Grant
Marilyn S. Schmidt .....	Director of Career Services and Placement
Carol A. Schmitt .....	Programmer/Analyst
Barry K. Schonberger .....	Dean of Students
Laura E. Shouse .....	Senior Admission Counselor
Jeffrey M. Sickman .....	Staff Accountant, Business Office
Eric O. Simmons .....	Program Coordinator for Recreation, Fitness, and Wellness
Raymond C. Simmons .....	Sports Information Director
Mark Simon .....	University Division Advisor
Tracy A. Sinn .....	Degree Audit Reporting System Specialist, Registrar
Christianne M. Smith .....	Head Women's Volleyball Coach
Jennifer L. Smith .....	Area Coordinator, Residence Life
Leslie M. Smith .....	Assistant Director of Counseling Center
Jeffrey L. Sponn .....	Buyer, Procurement and Distribution Services
Susanne L. Stanley .....	Travel Coordinator
Richard D. Stein .....	Women's Varsity Basketball Coach, Coordinator of Special Athletic Projects
Cynthia L. Steiner .....	Jasper Clinical and Advising Coordinator of Nursing
Lori E. Suter .....	Developmental Educator, Academic Skills
Jayne M. Kroeger Tang .....	Programmer/Analyst
Jason L. Thompson .....	Area Coordinator, Residence Life
S. Beth Thompson .....	Assistant Director, Charles E. Day Learning Resource Center
Robert A. Threet .....	Computer Network Technician
Leslie A. Townsend .....	Program Coordinator of Historic Southern Indiana
Betty R. Vawter .....	Senior Editor, News and Information Services
Jennifer L. Walker .....	Associate Director of Career Services and Placement
Ruth A. Waller .....	Director of Intramural and Recreational Sports
Beth A. Watson .....	Head Women's Softball Coach, Senior Women's Administrator, Athletics
Mary Beth Weber .....	Staff Counselor, Counseling Center
Deborah J. Weigand .....	Purchasing Agent
Virginia Weiler .....	University Division Advisor
Connie A. Weinzapfel .....	Director of Historic New Harmony
Michael W. Whipple.....	Business Office Director and Assistant Treasurer
Jeffrey Whitefield .....	Area Coordinator, Residence Life
Bill C. Wilkins .....	Head Women's Soccer Coach
Dana R. Willett .....	Media Production Manager, Instructional Technology Services
Elizabeth A. Williams .....	Library Computer Systems Technician
Emily Y. Winters -Brown .....	Program Advisor in Multicultural Center
Julia A. Yancey .....	Manager of Payroll

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## Professional Library Staff

Ruth H. Miller ; M.L.S., University of Texas at Austin, 1974; Director of Library Services, Senior Librarian, 1996.

Joanne R. Artz ; A.M.L.S., University of Michigan, 1975; Reference Services Librarian, Assistant Librarian, 1997.

Carrie E. Donovan ; M.L.S., Indiana University, 1999; Instructional Services Librarian, Affiliate Librarian, 2000.

Dianne B. Grayson ; M.L.S., Indiana University, 1988; Technical Services Librarian, Affiliate Librarian, 1988.

Ruth N. Hahn ; M.L.S., Indiana University, 1972; Access Services Librarian, Assistant Librarian, 1973.

Mona L. Meyer ; M.L.S., University of Kentucky, 1979; Government Documents and Reference Librarian, Assistant Librarian, 1988.

Martha I. Niemeier ; M.L.S., Indiana University, 1968; Associate Director and Collection Development Librarian, Associate Librarian, 1970.

Peter C. Whiting ; M.L.I.S., Dominican University (formerly Rosary College), 1992; Serials Librarian, Affiliate Librarian, 1999.

## Academic Affairs Council

Robert L. Reid ..... Vice President for Academic Affairs

Jerome R. Cain ..... Dean of the Pott School of Science and Engineering Technology

Nadine A. Coudret ..... Dean of the School of Nursing and Health Professions

Iain L. Crawford ..... Dean of the School of Liberal Arts

John L. Deem ..... Assistant Vice President for Student Affairs, Registrar, and Director of Veterans' Affairs

Philip C. Fisher ..... Dean of the School of Business

Peggy F. Harrel ..... Director of Graduate Studies and Sponsored Research

Charles F. Harrington ..... Assistant Vice President for Academic Affairs

M. Edward Jones ..... Associate Vice President for Academic Affairs and Dean of Extended Services

Ruth H. Miller ..... Director of Library Services

C. Thomas Pickering ..... Dean of the Bower-Suhrheinrich School of Education and Human Services

(Vacant position) ..... Director of Institutional Research

## THE UNIVERSITY FACULTY

Information about each individual includes the following: name, highest degree earned, institution granting degree, year degree conferred, current academic rank, and year of appointment.

### Bower-Suhrheinrich School of Education and Human Services

C. Thomas Pickering ; Ph.D., Ohio University, 1969; Dean of the Bower-Suhrheinrich School of Education and Human Services, Professor of Education, 1988.

Michelle E. Alvarez ; M.S.W., University of Maryland, 1986; Assistant Professor of Social Work, 2000.

C. Christy Baker ; M.S.W., Tulane University, 1972; Associate Professor of Social Work, Director of Admissions of Social Work Program, 1995.

Michelle E. Blake ; Ph.D., The Florida State University, 1998; Assistant Professor of Social Work, 1997.

Robert E. Boostrom ; Ph.D., University of Chicago, 1991; Coordinator of Graduate Studies in Education, Associate Professor of Education, 1993.

Kelly M. Boyd ; M.S., Eastern Kentucky University, 1991; Instructor in Physical Education, 1992.

Sherry L. Boyd ; Ph.D., Indiana State University, 1981; Associate Professor of Education, 1989.

James P. Brown ; M.S., Indiana University, 1968; Instructor in Physical Education, Golf Coach, 1970.

John W. Byrd ; Ph.D., Southern Illinois University-Carbondale, 1977; Vice President for Student Affairs, Professor of Education, 1995.

Marlaine K. Chase ; Ed.D., Illinois State University, 1982; Associate Professor of Education, 1999

David C. Cousert; M.S.W., University of Louisville, 1984; Chair of Social Work Department, Associate Professor of Social Work, Bachelor of Social Work Program Director, 1984.

Jane A. Davis -Brezette ; P.E.D., Indiana State University, 1978; Chair of Physical Education Department, Associate Professor of Physical Education, 1970.

James H. Divine ; Ed.D., Northern Illinois University, 1975; Associate Professor of Education, 1987.

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Kathy M. Elpers ; M.S.W., Rutgers University, 1977; A.C.S.W., 1981; Associate Professor of Social Work, 1987.  
 Paul C. Frazer ; Ph.D., The Ohio State University, 1995; Assistant Professor of Social Work, 1994.  
 M. Leann Freeland ; M.S., 2000; Instructor in Physical Education, Assistant Women's Basketball Coach, 1999.  
 Michael J. Goedde ; B.S., University of Evansville, 1988; Instructor in Physical Education, Varsity Baseball Coach, 1993.  
 Susan H. Gooden ; Ed.D., University of Kentucky, 1995; Assistant Professor of Education, 1995.  
 Janet S. Greer ; M.S., Indiana State University, 1971; Instructor in Teacher Education, 1995.  
 Joyce Ann Hamon ; Ph.D., Indiana University, 1995; Assistant Professor of Education, 1994.  
 Rick J. Herdes ; B.S., Graceland College, 1980; Instructor in Physical Education, Assistant Men's Basketball Coach, 1992.  
 Michael R. Hillyard ; B.S., University of Southern Indiana, 1993; Instructor in Physical Education, Head Men's Cross Country Coach, 1998.  
 Phyllis A. Hippias ; Ph.D., Northern California Graduate University, 1995; Assistant Professor of Social Work, 1997.  
 Nicole R. Keith ; Ph.D., University of Connecticut, 1999; Assistant Professor of Physical Education, 2000.  
 Raymond W. M. Leung ; Ph.D., Springfield College, 1999; Assistant Professor of Physical Education, 1999.  
 Patricia E. Loehr ; M.S., University of Louisville, 1988; Instructor in Social Work, 1998.  
 Patricia L. Marcum ; M.S., Eastern Kentucky University, 1982; Instructor in Physical Education, 1995.  
 Gary E. May ; M.S.S.W., University of Tennessee, 1974; Associate Professor of Social Work, 1992.  
 Robert E. Mays ; Ed.D., Indiana University, 1973; Associate Dean of the Bower-Suhrheinrich School of Education and Human Services, Director of Field Experiences in Education, Professor of Education, 1973.  
 Jane E. Meyer ; Ed.D., Oklahoma State University, 1992; Associate Professor of Education, 1992.  
 Laura A. Miller ; Ed.M., Harvard University, 1999; Instructor in Education, 1999.  
 Jean C. Moore ; M.S., 1990; Instructor in Education, 2000.  
 Karen A. Northcraft ; Ed.D., West Virginia University, 1989; Assistant Professor of Social Work, 1995.  
 Beth A. Otto ; M.A., Truman State University, 1985; Instructor in Education, 1999.  
 Bruce A. Pearl ; B.S., Boston College, 1982; Instructor in Physical Education, Men's Varsity Basketball Coach, Development Officer/Athletics, 1992.  
 Thomas J. Philleo ; Ph.D., The Ohio State University, 1997; Assistant Professor of Education, 1997.  
 Keely J. Porter ; B.S., University of Evansville, 1984; Instructor in Physical Education, Women's Tennis Coach, 2000.  
 Charles L. Price ; Ph.D., The Ohio State University, 1978; Chair of Teacher Education Department, Professor of Science Education, 1979.  
 Martha B. Raske ; Ph.D., University of Illinois at Chicago, 1995; Assistant Professor of Social Work, 1998.  
 Michael L. Slavkin ; Ph.D., Indiana University, 2000; Assistant Professor of Education, 2000.  
 Laura J. Specht ; M.S., 1999; Instructor in Education, 2000.  
 Richard D. Stein ; B.S., 1992; Women's Varsity Basketball Coach, Coordinator of Special Athletic Projects, 1994.  
 Gary M. Stiler ; Ph.D., University of New Mexico, 1999; Assistant Professor of Education, 2000.  
 Pamela A. Taylor ; Ph.D., Mississippi State University, 1999; Assistant Professor of Education, 1999.  
 Jeff A. Thomas ; Ph.D., University of Southern Mississippi, 1996; Assistant Professor of Education, 2000.  
 Ruth S. Tompkins ; Ph.D., Northwestern University, 1989; Associate Professor of Education, 1989.  
 Ruth A. Waller ; M.A., University of Evansville, 1978; Instructor in Physical Education, Director of Intramural and Recreational Sports, 1976.  
 Beth Watson ; M.S., Southwest Missouri State University, 1995; Instructor in Physical Education, Head Women's Softball Coach, 1995.  
 David J. Westhuis ; Ph.D., Florida State University, 1987; Associate Professor of Social Work, Director of Master of Social Work Program, 1994.

## School of Business

Philip C. Fisher ; Ph.D., Stanford University, 1979; Dean of the School of Business, Professor of Management, 1991.

Marvin L. Albin ; Ed.D., Arizona State University, 1976; Professor of Computer Information Systems, 2000.

Nancy F. Bizal ; M.S., Indiana University, 1963; Coordinator of School of Business External Relations, Instructor in Administrative Systems, 1988.

Larry W. Bohleber ; M.A., University of Wisconsin, 1974; Instructor in Management, Manager of Center for Human Resources Development, 1985.

Soku G. Byoun ; Ph.D., University of South Carolina, 2000; Assistant Professor of Finance, 2000.

Peter S. Cashel -Cordo ; Ph.D., University of Houston, 1988; Associate Professor of Economics, 1994.

Sang T. Choe ; D.B.A., Mississippi State University, 1984; Professor of Marketing, 1981-84; 1985.

Richard D. Cook ; Ph.D., Purdue University, 1974; Assistant Professor of Computer Science, 1999.

Steven R. Cox ; Ph.D., University of Michigan, 1971; Professor of Economics, 1989. (On leave Spring Semester, 2001)

John L. Deem ; M.B.A., Murray State University, 1967; Associate Vice President for Student Affairs, Registrar, Assistant Professor of Accounting, Director of Veterans' Affairs, 1967.

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Craig R. Ehlen ; D.B.A., Southern Illinois University, 1994; Associate Professor of Accounting, 1989-90; 1991.  
 Abbas Foroughi ; Ph.D., Indiana University, 1990; Professor of Computer Information Systems, 1983.  
 Daniel L. Friesner ; Ph.D., Washington State University, 2000; Assistant Professor of Economics, 2000.  
 Sharlett K. Gillard ; Ed.D., North Texas State University, 1978; Associate Professor of Computer Information Systems, 1986.  
 Michael G. Goldsby ; Ph.D., Virginia Polytechnic Institute and State University, 1998; Assistant Professor of Management, 1998.  
 Ernest H. Hall Jr. ; Ph.D., University of Mississippi, 1988; Associate Dean of the School of Business, Director of Master of Business Administration Program, Professor of Management, 1992.  
 Charles F. Harrington ; Ph.D., Ohio University, 1991; Assistant Vice President for Academic Affairs, Associate Professor of Management, 1995.  
 Robert J. Hartl ; Ph.D., University of Arkansas, 1977; Associate Professor of Finance, 1989.  
 Ramadan S. Hemaida ; Ph.D., St. Louis University, 1990; Associate Professor of Decision Sciences, 1988.  
 William C. Henderson ; M.S., Indiana University, 1983; Assistant Dean of the School of Business, Assistant Professor of Computer Information Systems, 1979-1982; 1983.  
 Matthew E. Hood ; M.S., Utah State University, 1998; Instructor in Economics, 2000.  
 Ewa K. Jermakowicz ; Ph.D., Warsaw Technical University, 1982; Associate Professor of Accounting, 1987.  
 Jane A. Johansen ; Ph.D., University of Wisconsin, 1982; Associate Professor of Business Education, 1997.  
 Mohammed F. Khayum ; Ph.D., Temple University, 1990; Associate Professor of Economics, 1991.  
 Kwangok K. Kim ; Ph.D., University of Oklahoma, 1978; CPA, 1982; Associate Professor of Accounting, 1979.  
 Mehmet C. Kocakulah ; Ph.D., Istanbul University, 1982; Professor of Accounting, 1987.  
 Timothy R. Koski ; Ph.D., University of Missouri-Columbia, 1998; Assistant Professor of Accounting, 1998.  
 Brett J. Long ; L.L.M., University of Missouri-Kansas City, 1993; Associate Professor of Accounting and Business Law, 1993.  
 Timothy B. Mahoney ; M.S., University of Illinois, 1965; Instructor in Economics, 1987.  
 Jeanette G. Maier-Lytle ; M.B.A., 1995; Instructor in Accounting, 1997.  
 Brian L. McGuire ; Ph.D., University of Central Florida, 1996; Assistant Professor of Accounting, 1995.  
 Ernest E. Nolan ; M.B.A., University of Evansville, 1977; Assistant Professor of Computer Information Systems, 1983.  
 Leslie E. Nunn ; J.D., University of Denver, 1967; Assistant Professor of Business Law, 1998.  
 Dane M. Partridge ; Ph.D., Cornell University, 1991; Associate Professor of Management, 1993-97; 1999.  
 Joy V. Peluchette ; D.B.A., Southern Illinois University at Carbondale, 1991; Chair of Management and Marketing Department, Professor of Management, 1991.  
 William Pierrot ; M.A., University of Iowa, 1986; Instructor in Marketing, 2000.  
 Munir Quddus ; Ph.D., Vanderbilt University, 1985; Chair of Economics and Finance Department, Professor of Economics, 1984.  
 Krishnan K. Ramaya ; Ph.D., University of Kansas, 1997; Assistant Professor of Management, 1999.  
 Jong C. Rhim ; Ph.D., University of Missouri-Columbia, 1990; Professor of Finance, 1989.  
 Carl L. Saxby ; Ph.D., University of Memphis, 1997; Assistant Professor of Marketing, 1997.  
 Timothy J. Schibik ; Ph.D., West Virginia University, 1989; Associate Professor of Economics, Director of the Center for Teaching and Learning, and Coordinator of the Lilly Retention Grant, 1988.  
 Peggy O. Shields ; Ph.D., North Texas State University, 1986; Associate Professor of Marketing, 1987.  
 Gregory P. Valentine ; Ph.D., Southern Illinois University, 1986; Director of Center for Economic Education in Southwest Indiana, Associate Professor of Business Education, 1987.  
 Daniel E. Wade ; D.B.A., University of Kentucky, 1981; Director of Accounting Programs, Professor of Accounting, 1986.  
 Jennifer J. Williams ; D.B.A., Southern Illinois University, 1992; Associate Professor of Computer Information Systems, 1992.

#### Evansville Center, I.U. School of Medicine

Rex D. Stith ; Ph.D., Purdue University, 1971; Assistant Dean, I.U. School of Medicine and Director of Evansville Center; Professor of Physiology and Biophysics, 1993.

Carla J. Aldrich ; Ph.D., Baylor College of Medicine, 1987; Associate Professor of Microbiology and Immunology, 1995.  
 James J. Brokaw ; Ph.D., University of Texas Health Science Center, San Antonio, 1983; Associate Professor of Anatomy, 1987.  
 Elmon Coe ; Ph.D., University of California at Los Angeles, 1961; Visiting Professor, 1996.  
 Ewa Malatynska ; Ph.D., Warsaw Medical Academy, 1985; Assistant Professor of Pharmacology and Toxicology, 1996.  
 Beat U. Raess ; Ph.D., University of Washington, 1980; Associate Professor of Pharmacology and Toxicology, 1982.  
 Howell W. Rogers ; Ph.D., University of Oklahoma, 1971; Associate Professor of Microbiology and Immunology, 1972.  
 Dale Saxon ; Ph.D., Dalhousie University, 1993; Assistant Professor of Anatomy and Cell Biology, 1998.  
 John F. Schaeffer ; Ph.D., Syracuse University, 1970; Associate Professor of Physiology and Biophysics, 1978.  
 G. S. Seetharamaiah ; Ph.D., Mysore University, India, 1991; Assistant Professor of Biochemistry and Molecular Biology, 1999.  
 Godfrey Tunnicliff ; Ph.D., University of Southampton, 1969; Professor of Biochemistry and Molecular Biology, 1978.  
 Mona Wooten ; M.D., University of Missouri-Columbia, 1974; Assistant Director for Clinical Sciences, 1998.

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## School of Liberal Arts

- Iain L. Crawford ; Ph.D., University of Leicester, 1982; Dean of the School of Liberal Arts, Professor of English, 2000.
- Michael K. Aakhus ; M.F.A., Southern Illinois University, 1976; Professor of Art, 1977.  
Patricia L. Aakhus ; M.F.A., Norwich University, 1993; Instructor in English, 1995.  
Chuck P. Armstrong ; B.S., Indiana University, ; Instructor in Graphic Design, 2000.  
Charles T. Barber ; Ph.D., The American University, 1967; Professor of Political Science, 1971.  
Leisa Belleau ; M.A., Southern Illinois University; Instructor in English, 2000.  
Darrel E. Bigham ; Ph.D., University of Kansas, 1970; Professor of History, Director of Historic Southern Indiana Project, 1970.  
David N. Black ; Ph.D, University of Tennessee, 1996; Assistant Professor of Broadcasting, 1998.  
Karen H. Bonnell ; Ph.D., University of Kentucky, 1994; Associate Professor of Communications, Director of Instructional Technology Services, 1990.  
Hilary A. Braysmith ; Ph.D., The Ohio State University, 1991; Associate Professor of Art History, 1989.  
Jennifer Hope Carroll ; M.A., Northeast Louisiana University, 1968; Instructor in Public Relations, 2000.  
Robert A. Carroll ; Ph.D., University of Southern Mississippi, 1992; Associate Professor of Communications, 1995.  
Daniel R. Craig ; M.M., University of Illinois, 1989; Assistant Professor of Music, 1990.  
Kerry M. Cripe ; M.F.A., Florida State University, 1997; Director of Theatre, Instructor in Theatre, 1997.  
Jennifer R. Cunningham ; M.A., University of Tennessee, 1996; Instructor in English, 1996.  
Sherry B. Darrell ; Ph.D., George Peabody College, 1975; Professor of English, 1978.  
Michael D. Dixon ; Ph.D., Ohio State University, 2000; Assistant Professor of History, 2000.  
Leonard E. Dowhie Jr. ; M.F.A., Indiana State University, 1975; Professor of Art, 1978.  
David W. Drebusenko ; Ph.D., The Ohio State University, 1987; Associate Professor of Philosophy, 1991.  
Walter K. Everett ; Ph.D., University of North Carolina, 1974; Chair of English Department, Professor of English, 1977.  
Julie A. Evey ; Ph.D., Kent State University, 1998; Assistant Professor of Psychology, 1998.  
Margaret M. Felton ; M.S., University of Evansville, 1989; Instructor in Psychology, 1998.  
Patricia J. Ferrier ; Ph.D., Ohio University, 2000; Publications Manager/Advisor, Instructor in Journalism, 2000.  
Howard R. Gabennesch ; Ph.D., University of Kentucky, 1972; Professor of Sociology, 1972.  
Julia A. Galbus ; Ph.D., Southern Illinois University, 1997; Assistant Professor of English, 1997.  
Robert E. Gehring ; Ph.D., University of Colorado, 1973; Associate Professor of Psychology, 1973.  
Michael W. Given; Ph.D., Southern Illinois University, 1997; Instructor in English, 1997.  
John H. Gottcent ; Ph.D., University of Wisconsin, 1971; Professor of English, University Core Coordinator, 1970.  
Matthew R. Graham ; M.F.A., University of Iowa, 1982; Associate Professor of English, 1984.  
Larry F. Gries ; M.A., Notre Dame University, 1974; Instructor in English, 2000.  
Matthew C. Guenette ; M.A., Southern Illinois University, 1999; Instructor in English 1999.  
Sidney A. Hall II ; Ph.D., Auburn University, 1989; Assistant Professor of Psychology, 1987.  
Casey Harison ; Ph.D., University of Iowa, 1993; Associate Professor of History, 1992.  
Peggy F. Harrel ; Ph.D., University of Wisconsin, 1985; Instructor in English, Director of Graduate Studies and Sponsored Research, 1989.  
Betty L. Hart ; Ph.D., West Virginia University, 1991; Professor of English, 1991.  
Sandra J. Hermann ; M.A., Washington University, 1967; Instructor in English, Director of University Division, 1985.  
Dal M. Herring ; Ph.D., Texas A & M University, 1976; Chair of Communications Department, Professor of Communications, 1990.  
Susanna M. Hoeness -Krupshaw ; Ph.D., Southern Illinois University, 1992; Assistant Professor of English, 1989.  
Leigh Anne Howard ; Ph.D., Louisiana State University, 1995; Assistant Professor of Communications, 2000.  
Douglas K. Hubbell ; Ph.D., Indiana University, 1978; Associate Professor of Communications, 1980.  
Teresa Huerta ; Ph.D., Purdue University, 1994; Assistant Professor of Spanish, 1995.  
David L. Jaquess ; Ph.D., Virginia Polytechnic Institute and State University, 1993; Assistant Professor of Psychology, 2000.  
Robert W. Jeffers ; M.A., Murray State University, 1983; Instructor in Communications, 1993.  
M. Shan Jensen ; M.F.A., University of Virginia, 1984; Assistant Professor of Theatre, 1993.  
Marjorie M. Jones ; M.A., University of Arizona, 1968; Instructor in Anthropology, 1989.  
Joan D. Kempf ; M.F.A., Marywood University, 2000; Assistant Professor of Graphic Design, 2000.  
Jill A. Kinkade ; M.A., University of Louisville, 1997; Instructor in English, 1997.  
William J. Kirsch ; Ph.D., University of Illinois, 1967; Associate Professor of Political Science, 1970.  
Scott N. LaFeber ; M.F.A., University of Texas at Austin, 1989; Associate Professor of Theatre, 1996.  
Guillermo Latorre ; Ph.D., Purdue University, 1985; Professor of Spanish, 1989.  
Keith S. Lloyd ; Ph.D., University of Louisville, 1996; Instructor in English, 1996.  
Carol W. MacKay ; Ph.D., University of Kentucky, 1975; Chair of Foreign Language Department, Associate Professor of French, 1997.  
Edie H. McClellan ; Ph.D., West Virginia University, 1997; Assistant Professor of Psychology, 2000.  
John W. McNaughton ; M.F.A., Bowling Green State University, 1970; Professor of Art, 1970. (On leave spring semester 2001)  
Nancy C. McNeely ; Ph.D., Southern Illinois University, 1997; Instructor in English, 1998.

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Charles J. Meliska ; Ph.D., Case Western Reserve University, 1970; Chair of Psychology Department, Professor of Psychology, 1996.  
Ronald G. Mitchell ; M.A., University of Missouri, 1997; Instructor in English, 2000.  
John M. Morris ; M.S., Indiana State University, 1998; Instructor in Radio and Television, 2000.  
Sharon M. Morrow ; M.A., Purdue University, 1972; Instructor in English, 1988.  
Richard R. Mussard ; Ph.D., Southern Illinois University, 1969; Associate Professor of Philosophy, 1968.  
Sydney J. Norton ; Ph.D., University of Minnesota, 1998; Assistant Professor of German, 1998.  
Isabel B. O'Connor ; Ph.D., University of California, 1998; Assistant Professor of History, 1999.  
Oscar Ozete ; Ph.D., Indiana University, 1974; Professor of Spanish, 1980.  
Joseph J. Palladino ; Ph.D., Fordham University, 1982; Professor of Psychology, 1981.  
Randall Pease ; M.A., Northeastern State University, 1990; Instructor in English, 2000.  
Charles F. Petranek ; Ph.D., Florida State University, 1970; Professor of Sociology, 1973.  
Donald E. Pitzer ; Ph.D., The Ohio State University, 1966; Professor of History, Director of Center for Communal Studies, 1967.  
Virginia Schuster Poston ; A.B.D., Ohio State University, 1993; Instructor in Art History, 1998.  
Ronda L. Priest ; Ph.D., University of California-Riverside, 1996; Assistant Professor of Sociology, 1996.  
Paul B. Raymond ; Ph.D., University of Wisconsin-Madison, 1986; Chair of Philosophy and Political Science Department, Director of University Core Curriculum Assessment, Associate Professor of Political Science, 1993.  
Mark Razor ; M.A., University of Mississippi, 1996; Instructor in English, 2000.  
Nancy L. Rhoden ; Ph.D., Princeton University, 1994; Associate Professor of History, 1994.  
Althea E. Rhodes ; Ph.D., Southern Illinois University, 1998; Instructor in English, 1998.  
J. Wayne Rinks ; Ph.D., University of Tennessee, 1993; Associate Professor of Communications, 1991.  
Thomas M. Rivers ; D.A., University of Michigan, 1974; Director of Master of Arts in Liberal Studies Program, Professor of English, 1968.  
Ronald C. Roat ; M.A., Oregon State University, 1983; Associate Professor of Journalism, 1986.  
Leslie J. Roberts ; Ph.D., Columbia University, 1974; Associate Professor of French, 1991.  
Thomas E. Rodgers ; Ph.D., Indiana University, 1991; Assistant Professor of History, 2000.  
Carolyn L. Roth ; M.F.A., Florida State University, 1969; Special Part-time Instructor in Art and Art Education, 1995.  
Mary A. Schroeder ; M.A., St. Louis University, 1965; Assistant Professor of Communications, 1967.  
Todd J. Schroer ; Ph.D., University of Nebraska-Lincoln, 1998; Assistant Professor of Sociology, 2000.  
Said Shiyab ; Ph.D., Heriot-Watt University, 1991; Instructor in English, 2000.  
Margaret A. Skoglund ; Ph.D., University of Missouri, 1989; Chair of Art and Music Department, Associate Professor of Art, 1995.  
Martha K. Smith ; M.A., University of Evansville, 1980; Instructor in English, 1992.  
Stephen J. Sullivan ; Ph.D., Cornell University, 1990; Associate Professor of Philosophy, 1996.  
Phyllis S. Toy ; Ph.D., University of Chicago, 1995; Associate Professor of English, Director of University Honors Council, 1988.  
Gary Tremblay ; M.F.A., Carnegie-Mellon University, 1990; Instructor in Theatre, 2000.  
Joseph Uduehi ; Ed.D., University of Illinois, 1993; Assistant Professor of Art Education, 1999.  
Eric L. vonFuhrmann ; M.A., Southern Illinois University, 1962; Associate Professor of English, 1966.  
Michael D. Waitman ; Ph.D., St. Louis University, 1976; Associate Professor of English, 1968.  
Elliot H. Wasserman ; M.F.A., University of Georgia, 1981; Associate Professor of Theatre, 1991.  
Kathryn M. Waters ; M.F.A., Ohio University, 1979; Professor of Art, 1981.  
Robert E. West Jr ; Ph.D., Southern Illinois University, 1991; Assistant Professor of Advertising, 2000.  
H. Keith Wicker ; M.A., Murray State University, 1990; Instructor in English, 1997.  
Thomas A. Wilhelmus ; Ph.D., University of Notre Dame, 1972; Associate Dean of the School of Liberal Arts, Professor of English, 1970.  
Steven D. Williams ; Ph.D., Carleton University, 2000; Instructor in Sociology, 2000.  
Susan Smith Wolfe ; Ph.D., University of Oregon, 1982; Associate Professor of German, 1988.  
Robert L. York ; M.A., Southern Illinois University, 1990; Instructor in English, 1997.  
Stephen C. Zehr ; Ph.D., Indiana University, 1990; Chair of Sociology Department, Associate Professor of Sociology, 1994.



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## School of Nursing and Health Professions

- Nadine A. Coudret ; Ed.D., Indiana University, 1979; Dean of the School of Nursing and Health Professions, Professor of Nursing, 1988.
- Karen J. Bawel ; M.S.N., Indiana University, 1994; Instructor in Nursing, 1999.
- M. Peggy Bazaldua ; M.S.N., Pace University, 1980; Instructor in Nursing, 1999.
- Rohn J. Butterfield ; M.B.A., University of Chicago, 1980; Instructor in Health Services, 1998.
- Deborah L. Carl ; M.Ed., Indiana State University, 1985; Program Director and Assistant Professor of Dental Hygiene, 1978.
- Michelle Carson ; M.S.N., Pace University, 1982, Instructor in Nursing 2000.
- Hahn C. Edwards ; B.S.,  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ , 1995; Assistant Professor of Occupational Therapy, 1997.
- Mary F. Edwards ; B.S.,  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ , 1994; Instructor and Fieldwork Coordinator in Occupational Therapy, 1997.
- Linda K. Evinger ; M.S.N., University of Evansville, 1988; Instructor in Nursing, 1991.
- Pamela T. Ford ; B.S.,  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ , 1992; Instructor in Dental Auxiliary Programs, 1989.
- Cynthia S. Goodwin ; M.S.N., University of Evansville, 1983; Instructor in Nursing, 1988.
- Peggy A. Grael ; M.S.N., University of Evansville, 1976; Coordinator of Continuing Education-Nursing/Health Profession Programs, 1996.
- Judith A. Halstead ; D.N.S., Indiana University, 1991; Director of Instructional Services and Resources, Associate Professor of Nursing, 1994.
- Debra L. Harmon ; M.S.N., University of Evansville, 1998; Instructor in Nursing, 1998.
- Carol J. Hermes ; M.A., University of Evansville, 1974; Program Director of Health Services and Instructor in Health Services, 1996.
- Jennie P. Hiam ; M.S.N., Indiana University, 1970; Instructor in Nursing, 1996.
- Richard W. Hobbs ; M.A.,  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ , 1999; Assistant Professor of Occupational Therapy, 1994.
- W. Gale Hoehn ; M.S.N., University of Evansville, 1998; Instructor in Nursing, 1999.
- Robert W. Hooper ; R.R.T., B.S., University of Southern Indiana, 1996; Program Director and Instructor in Respiratory Therapy, 1982.
- Janet R. Kilbane ; M.Ed., Cleveland State University, 1977; Assistant Professor of Occupational Therapy, 1995.
- Judi L. Kuric , M.S.N., Wayne State University, 1990; Instructor in Nursing, 1992.
- Aimee J. Luebben ; Ed.D., Southern Illinois University at Edwardsville, 1997; Program Director and Associate Professor of Occupational Therapy, 1992.
- Phyllis A. Maddox ; M.Ed., Indiana State University, 1985; Assistant Professor of Dental Hygiene, 1978.
- Ralph A. Matacale ; D.D.S., University of Texas at Houston Health Science Center, 1986; Assistant Professor of Dental Programs, 1997.
- Linda O. Matheson ; M.B.A., University of Evansville, 1993; Program Director and Assistant Professor of Dental Assisting, 1989.
- Julie L. McCullough ; Ph.D, University of Tennessee, 1999; Assistant Professor of Nutrition, 1999.
- Sheila K. Melander ; D.S.N., University of Alabama, 1990; Associate Professor of Nursing, 1989.
- Karen L. Parker ; Ph.D., University of Cincinnati, 1998; Assistant Professor of Nursing, 1999.
- Angela L. Pruitt ; M.S.N., University of Cincinnati, 1994; Instructor of Nursing, 1997.
- Martin A. Reed ; Ph.D., Southern Illinois University, 1983; Program Director and Assistant Professor of Radiologic Technology, 1997.
- Jon M. Reidford ; B.S.,  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ , 1992; Computer and Internet Services Coordinator, 2000.
- Gayle M. Roux ; Ph.D., Texas Woman's University, 1993; Assistant Professor of Nursing, 1996.
- M. Sammie Rutherford ; M.S.N.,  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ , 2000; Instructor in Nursing, 2000.
- Julie B. St. Clair ; M.S.N., University of Evansville, 1986; Instructor in Nursing, 1990.
- Gina L. Schaar ; M.S.N., University of Evansville, 1988; Instructor in Nursing, 1995.
- Anthony W. Schmitt; B.S.,  $\hat{A}\pm\pm\langle\theta^{\circ}\hat{E}$ , 1982; Instructor in Respiratory Therapy, 2000.
- Martha B. Sparks ; Ph.D., University of Texas, 1988; Associate Professor of Nursing, 1999.
- Charlene H. Tripp ; M.S., Pittsburg State University, 1993; Assistant Professor of Radiologic Technology, 1994.
- Melissa L. Vandever ; Ph.D., University of Texas, 1993; Program Director of Graduate Nursing, Associate Professor of Nursing, 1989. (On leave spring semester 2001)
- Colleen R. Walsh ; M.S.N., University of South Alabama, 1993; Instructor in Nursing, 1998.
- Mary Ann Wehmer ; M.S.N., University of Evansville, 1986; Instructor in Nursing, 1991.
- Ann H. White ; Ph.D., Georgia State University, 1998; Program Director of Undergraduate Nursing, Associate Professor of Nursing, 1990.

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## Nursing and Health Professions Clinical Faculty

Sheila Austin ; L.D.H., A.S., Indiana University-Fort Wayne, 1970; Clinical Instructor, Dental Hygiene.  
Sam B. Baker ; M.D., University of Louisville, 1958; Radiologist.  
Diane Barnes ; L.D.H., A.S., 1998; Clinical Instructor, Dental Hygiene.  
Jennifer Bartek ; L.D.H., B.S., 1985; Clinical Instructor, Dental Assisting and Dental Hygiene.  
Andrew Beagle ; M.D., Southern Illinois University, 1983; Radiologist.  
Michael Beamer ; R.R.T., B.S., 1992; Clinical Instructor, Respiratory Therapy  
Benny Blackford ; R.R.T., A.S., 1995; Clinical Instructor, Respiratory Therapy  
Jay Craig ; D.D.S., Indiana University, 1986; Clinical Instructor, Dental Hygiene.  
Gary W. Davis ; R.T.(R), B.S., 1982; Clinical Instructor, Radiologic Technology  
Tony A. Findley ; M.D., University of Kansas, 1979; Radiologist.  
Pauline Fisher ; R.R.T., A.S., 1978; Clinical Instructor, Respiratory Therapy  
Rhonda Gerst ; L.D.H., B.S., 1985; Clinical Instructor, Dental Hygiene.  
Barbara Gillespie ; M.S.N., University of Evansville, 1984; Clinical Instructor, Nursing.  
Shelby Holsapple ; L.D.H., B.S., 1998; Clinical Instructor, Dental Hygiene.  
Kathy A. Holscher ; M.S.N., Indiana State University, 1995; Vincennes Nursing Clinical and Advising Coordinator.  
Lee Ann Kipta ; C.R.T.T., A.S., 1990; Clinical Instructor, Respiratory Therapy  
Duane H. Kuhlenschmidt ; M.D., Indiana University, 1979; Medical Director, Respiratory Therapy.  
Kenneth Noblett ; R.R.T., M.A., Dallas Theological Seminary, 1985; Clinical Instructor, Respiratory Therapy.  
Robert R. Penkava ; M.D., University of Nebraska, 1967; Medical Director/Advisor, Radiologic Technology.  
Stephen Raibley ; D.D.S., M.S., Indiana University, 1980; Instructor, Dental Hygiene.  
Ronald Rheinlander ; D.D.S., Indiana University, 1969; Clinical Instructor, Dental Hygiene.  
Katherine B. Riedford ; D.S.N., Indiana University, 1997; Instructor of Nursing.  
Kathy Seib ; L.D.H., M.Ed., Indiana State University, 1987; Clinical Instructor, Dental Hygiene.  
April Stafford ; L.D.H., B.S., 1996; Clinical Instructor, Dental Hygiene.  
Curtis Stautz ; M.D., Northwestern University, 1985; Radiologist.  
L. Ray Stewart ; M.D., Indiana University, 1957; Radiologist.  
Cindy Terwiske ; R.T.(R)(MR), B.S., Little Mary of the Woods, 1995; Clinical Instructor, Radiologic Technology.  
Amanda Thompson ; L.D.H., B.S., 1997; Clinical Instructor, Dental Hygiene.  
Suzanne Thurman ; A.S., 1988; Clinical Instructor, Radiologic Technology  
Holly Vidmar ; L.D.H., B.S., 1993; Clinical Instructor, Dental Hygiene.  
Daniel W. Whitehead ; M.D., Indiana University, 1977; Radiologist.

## Pott School of Science and Engineering Technology

Jerome R. Cain ; Ph.D., University of Connecticut, 1975; Dean of the Pott School of Science and Engineering Technology, Professor of Biology, 1995.

Kirat K. Baath ; Ph.D., University of Massachusetts, 1998; Instructor of Biology, 2000.  
James H. Bandoli ; Ph.D., University of New Mexico, 1983; Associate Professor of Biology, 1982.  
Jeanne K. Barnett ; Ph.D., Duke University Medical Center, 1983; Associate Professor of Biology, 1989.  
Leann J. Beaven ; M.A., Western Kentucky, 1997; Instructor in Mathematics, 1998.  
Keith G. Benedict ; B.S., 1987; Instructor in Mechanical Engineering Technology, 1990.  
Shelly B. Blunt ; Ph.D., University of Iowa, 1998; Assistant Professor of Chemistry, 1999.  
Jeannie T.B. Collins ; Ph.D., University of Southern Mississippi, 1998; Assistant Professor of Chemistry, 1999.  
Leonard M. Cook ; M.S.M.E., University of Pittsburgh, 1973; Associate Professor of Mechanical Engineering Technology, 1975.  
Joseph A. DiPietro ; Ph.D., Oregon State University, 1990; Associate Professor of Geology, 1991.  
Paul K. Doss ; Ph.D., Northern Illinois University, 1991; Chair of the Geology and Physics Department, Associate Professor of Geology, 1997. (On leave 2000-01)  
James M. Durbin ; Ph.D. Geosciences, University of Nebraska, 1999; Assistant Professor of Geology, 1998.  
Augustine J. Fredrich ; M.S.C.E., California State University-Sacramento, 1972; Associate Dean of the School of Science and Engineering Technology, Chair of Engineering Technology Department, Professor of Civil Engineering Technology, 1979.  
Gene Freudenberg ; Ph.D., Washington University-St. Louis, 1992; Associate Professor of Mathematics, 1995.  
Heather K. Gastineau ; M.S., University of Tennessee, 2000; Instructor of Geology, 2000.  
Stephen J. Glueckert ; M.S., Southern Illinois University at Carbondale, 1994; Instructor in Chemistry, 1998.  
Scott A. Gordon ; Ph.D., University of Tennessee, 1994; Associate Professor of Biology, 1994.  
Lary D. Goss ; M.S., Purdue University, 1966; Professor of Engineering Technology, 1975. (On leave spring semester 2001)

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George Ann Griffin ; M.Ed., University of Louisville, 1976; Instructor in Mathematics, 1988.  
Margaret L. Gruenwald ; M.S., Education, 1995; Instructor in Mathematics, 1998.  
Marie G. Hankins ; Ph.D., University of Virginia, 1969; Chair of Chemistry Department, Professor of Chemistry, 1983-84; 1985.  
Ward Harbin ; M.S., University of Evansville, 1990; Instructor of Mathematics, 2000.  
Amanda L. Heidrich ; M.S., Western Kentucky University, 1999; Instructor in Mathematics, 1999.  
Sangwoo Heo ; Ph.D., University of Oregon, 1997; Assistant Professor of Mathematics, 1999.  
Norman R. King ; Ph.D., Indiana University, 1973; Professor of Geology, 1988.  
David W. Kinsey ; Ph.D., Indiana University, 1972; Associate Professor of Mathematics, 1972.  
Mark D. Krahling ; Ph.D., University of Wisconsin-Madison, 1992; Assistant Professor of Chemistry, 1994.  
Barbara, Kramer-Kalvelage ; M.S., University of Evansville, 1967; Instructor in Biology, 2000.  
Paul A. Kuban ; M.S.E.E., Purdue University, 1989; Assistant Professor of Engineering Technology, 1996.  
Marjorie O. Labhart ; M.M., University of Tennessee, 1964; Instructor in Mathematics, 1965-68; 1987.  
C. Randall Leigh ; M.S., Southern Illinois University, 1981; Instructor in Mathematics, 1990.  
Joyce L. Lukens ; M.S., Iowa State University, 1986; Instructor in Mathematics, 1996.  
Jack L. Marr ; Ph.D., Iowa State University, 1971; Associate Professor of Biology, 1971. (On leave spring semester 2001)  
Henri R. Maurice ; Ph.D., Rutgers University, 1989; Chair of Biology Department, Associate Professor of Biology, 2000.  
Craig S. McCarron ; M.Ed., Harvard University, 1991; Instructor in Mathematics, 1997.  
Eric S. McCloud ; Ph.D., University of Illinois, 1995; Assistant Professor of Biology, 1997.  
Ashok K. Mehrotra ; Ph.D., Indian Institute of Technology, 1976; Instructor in Chemistry, 2000.  
Evan L. Millam ; Ph.D., University of Minnesota, 1999; Instructor in Chemistry, 1999.  
Doris J. Mohr ; M.A., Indiana University, 1992; Instructor in Mathematics, 1992.  
F. Jack Naghdi ; M.S.C.E., University of Illinois, 1964; Assistant Professor of Civil Engineering Technology, 1977.  
Thomas J. Pickett ; Ph.D., Clemson University, 1988; Associate Professor of Physics, 1991.  
Julie C. Pilcher ; Ph.D., Wright State University School of Medicine, 1986; Instructor in Biology, 1998.  
Bettye R. Polivick ; M.A., Western Kentucky University, 1978; Special Part-time Instructor in Mathematics, 1999.  
David B. Ritterskamp ; M.A., Indiana University, 1996; Instructor in Mathematics, 1996.  
Kathy V. Rodgers ; Ph.D., Southern Illinois University at Carbondale, 1995; Associate Chair of Mathematics Department, Assistant Professor of Mathematics, 1990.  
Abigail M. Rosendale ; M.S.Ch.E., Stevens Institute of Technology, 1987; Instructor in Engineering Technology/Chemistry, 1999.  
Kent W. Scheller ; Ph.D., University of Notre Dame, 1993; Assistant Professor of Physics, 1999.  
David E. Schultz ; M.S., University of Evansville, 1983; Assistant Professor of Electrical Engineering Technology, Program Director of Master of Science in Industrial Management, 1998.  
Christina E. Seeley ; M.P.H., University of Texas Health Science Center at Houston, 1999; Instructor of Biology, 2000.  
Jeffery W. Seyler ; Ph.D., Purdue University, 1992; Associate Professor of Chemistry, 1993.  
Marlene V. Shaw ; Ph.D., University of Illinois, 1969; Professor of Biology, 1973.  
Pam C. Spelbring ; B.S., Indiana State University, 1967; Instructor in Physics, 1999.  
Eric P. Sprouls ; M.S.C.E., University of Illinois, 1971; Associate Professor of Engineering Technology, 1977.  
C. William Stegemoller ; D.A., Idaho State University, 1973; Associate Professor of Mathematics, 1978.  
Mark Terrell ; M.A., Ball State University, 1999; Assistant Professor of Biology, 2000.  
Judith L. Townsend ; MBA, Ball State University, 1993; Instructor in Mathematics, 1998.  
Judith A. Wells ; M.S., Indiana State University, 1982; Instructor in Mathematics, 1987.  
Brian E. West ; M.S.E.E., Rose Hulman Institute, 1994; Assistant Professor of Electrical Engineering Technology, 1999.  
William G. Wilding ; Ph.D., University of Missouri-Columbia, 1994; Acting Chair of Mathematics Department, Associate Professor of Mathematics, 1994.  
Jerry L. Williams ; M.S., Southern Illinois University at Edwardsville, 1986; Instructor in Mathematics, 1994.

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## Graduate Faculty

The following professors are also members of the Graduate Faculty

Cynthia C. Baker	J. Casey Harison	Donald E. Pitzer
Charles T. Barber	Betty L. Hart	Charles L. Price
Darrel E. Bigham	Robert J. Hartl	Munir Quddus
Michelle E. Blake	Ramadan S. Hemaida	Krishnan K. Ramaya
Robert E. Boostrom	Dal M. Herring	Martha B. Raske
Hilary A. Braysmith	Jennie P. Hiam	Paul B. Raymond
Jerome R. Cain	Phyllis A. Hipps	Robert L. Reid
Robert A. Carroll	Susanna M. Hoeness-Krupsaw	Jong C. Rhym
Marlaine K. Chase	Teresa Huerta	Nancy L. Rhoden
Sang T. Choe	Ewa K. Jermakowicz	Thomas M. Rivers
Nadine A. Coudret	Mohammed F. Khayum	Kathy V. Rodgers
David C. Cousert	David W. Kinsey	Gayle M. Roux
Sherry B. Darrell	Mehmet C. Kocakulah	Carl L. Saxby
James H. Divine	Timothy R. Koski	Timothy J. Schibik
Craig R. Ehlen	Mark A. Krahling	David E. Schultz
Walter K. Everett	Brett J. Long	Jeffery W. Seyler
Philip C. Fisher	Gary E. May	Martha B. Sparks
Abbas Foroughi	Brian L. McGuire	Eric P. Sprouls
Paul C. Frazer	Sheila K. Melander	Pamela A. Taylor
Augustine J. Fredrich	Jane E. Meyer	Ruth S. Tompkins
Howard R. Gabennesch	Karen A. Northcraft	Gregory P. Valentine
Michael G. Goldsby	Oscar Ozete	Melissa L. Vandever
Susan H. Gooden	Joseph J. Palladino	Daniel E. Wade
Scott A. Gordon	Dane M. Partridge	David J. Westhuis
Larry D. Goss	Joy V. Peluchette	William G. Wilding
Ernest H. Hall Jr	Charles F. Petranek	Thomas A. Wilhelmus
Judith A. Halstead	Thomas J. Philleo	Jennifer J. Williams
Joyce A. Hamon	C. Thomas Pickering	Stephen C. Zehr

## EMERITUS FACULTY AND STAFF

The following members of the faculty and administration retired from active service after many years of loyal and distinguished service to the institution:

George S. Abshier ; Ph.D., Purdue University, 1948; Professor Emeritus of Business, 1975-1986.  
Larry W. Arp ; Ed.D, Utah State University, 1974; Professor Emeritus of Business Education, 1972-2000.  
John M. Barnes ; M.S., University of Michigan, 1953; Assistant Professor Emeritus of Geology and Geography, 1970-1990.  
Donald D. Bennett; Ed.D., Indiana University, 1966; Vice President Emeritus for Student Affairs and Professor Emeritus of Education, 1968-1996.  
Paul E. Bennett; M.S.E.E., Pennsylvania State University, 1974; Professor Emeritus of Electrical Engineering Technology, 1976-1992.  
James R. Blevins ; Ph.D., George Peabody College, 1970; Dean Emeritus of the School of Liberal Arts; Professor Emeritus of English, 1966-2000.  
Charles W. Board \*\*; Supervisor of Safety and Security Emeritus, 1969-1986.  
Thomas R. Boyd ; Bookstore Merchandise Manager Emeritus, 1969-1989.  
Seymour Brodsky ; M.A., Northwestern University, 1950; Assistant Professor Emeritus of Communications, 1968-1989.  
Aldo F. Cardarelli\*\* ; Ph.D., Syracuse University, 1971; Professor Emeritus of Education, 1974-1995.  
Patrick J.V. Corcoran\*\* ; M.D., Northwestern University, 1938; Director Emeritus of Evansville Center, I.U. School of Medicine, 1972-1982.  
William E. Couch \*\*; M.S., Indiana University, 1946; Dean Emeritus for Counseling, 1971-1973.  
J. Eliseo DaRosa ; Ph.D., University of Kentucky, 1967; Professor Emeritus of Economics, 1968-1989.  
J. Maxwell Davis \*\*; M.S., Duke University, 1943; Professor of Life Science and Teacher Certification Director Emeritus, 1968-1979.  
David S. Deering ; B.A., Wabash College, 1955; Bookstore Manager Emeritus, 1970-1994.  
Melvin W. Denner; Ph.D., Iowa State University, 1968; Professor Emeritus of Biology, 1968-1995.  
Lomberto Diaz ; Ph.D., Florida State University, 1969; Professor Emeritus of Spanish, 1969-1980.  
Howard E. Dunn ; Ph.D., University of Illinois, 1965, Professor Emeritus of Chemistry, 1969-1999.  
Rolla M. Dyer; Ph.D., University of Louisville, 1963; Professor Emeritus of Chemistry, 1967-1993.  
George R. Eadie ; M.S.E.M., University of Illinois, 1957; Professor Emeritus of Mining Engineering Technology, 1976-1989.  
Emmet D. Edwards Jr ; D.B.A., Mississippi State University, 1979; Professor Emeritus of Management, 1976-1993.  
Josephine M. Elliott ; A.M., University of Chicago, 1935; Archivist Emerita, 1972-1978.  
Janet V. Freeman ; Ed.D., Indiana University, 1969; Professor Emerita of Education, 1970-1992.  
Dona F. Frost ; Ed.D., University of North Dakota, 1967; Professor Emerita of Business, 1970-1987.

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Yen-Tzu Fu , Ph.D., Vanderbilt University, 1975; Professor Emeritus of Mathematics, 1967-1995.  
 J. Jeff Hays ; B.S., University of Evansville, 1955; Director Emeritus of Purchasing, 1977-1992.  
 Wanda B. Hibbitts ; Ph.D., Southern Illinois University, 1984; Professor Emerita of Business, 1970-1987.  
 Walter A. Hopkins ; Ph.D., Iowa State University, 1971; Professor Emeritus of Sociology, 1971-1998.  
 Ann L. Humphrey\*\* ; M.A., University of Evansville, 1966; Director of Publications Emerita, 1977-1988.  
 Gordon E. Kelley ; D.D.S., M.S.D., Indiana University, 1967; Professor Emeritus of Health Professions, 1971-1996.  
 Glenn L. Kinzie ; Ed.D., University of Nebraska, 1965; Professor Emeritus of Education, 1970-1995.  
 John W. Klingelhofer \*\*; M.S., George Washington University, 1970; Director Emeritus of Physical Plant, 1975-1990.  
 Charles M. Lonnberg ;\*\* M.A.L.S., Indiana University, 1964; Catalog Librarian and Professor Emeritus of Library Science, 1969-1988.  
 Barbara J. Marting ; D.B.A., Arizona State University, 1969; Professor Emerita of Management, 1968-1994.  
 Edward D. Marting ; D.B.A., Arizona State University, 1974; Professor Emeritus of Accounting, 1968-1993.  
 G. Keith Matheson ; Ph.D., University of Washington, 1968; Professor Emeritus of Anatomy and Cell Biology, 1974-1999.  
 Eula C. Megli ; M.S., Pennsylvania State University, 1962; Instructor Emerita of Chemistry, 1988-1998.  
 Benjamin P. Miller\*\*; Ph.D., Texas A & M University, 1962; Professor Emeritus of Physics, 1967-1992.  
 Daniel A. Miller ; Ph.D., University of Michigan, 1964; Professor Emeritus of History, 1966-1988.  
 John C. Munger ; B.S., University of Illinois, 1947; Personnel Director Emeritus, 1973-1979.  
 Raymond L. Newnum ; M.D., Indiana University, 1951; Director Emeritus of Evansville Center, I.U. School of Medicine, and Professor Emeritus of Medicine, 1980-1992.  
 Mary S. Patterson ; Personnel Manager Emerita, 1969-1973.  
 M. Victoria Pohl , O.S.B.; Ph.D., University of Iowa, 1970; Professor Emerita of Mathematics, 1970-1995.  
 David L. Rice ; Ph.D., Purdue University, 1958; President Emeritus and Professor Emeritus of Education, 1967-1995.  
 Elmer Sander \*\*; M.A., Indiana University, 1934; Director Emeritus of Financial Aid, 1969-1973.  
 James A. Sanders ; Director Emeritus of Corporate and Foundation Relations, 1985-2000.  
 Helen R. Sands ; Ph.D. Southern Illinois University, 1969; Professor Emerita of Communications, 1969-2000.  
 Daniel C. Scavone ; Ph.D., Loyola University, 1969; Professor Emeritus of History, 1970-1999.  
 Carl D. Sclarencio ; M.A., University of Louisville, 1951; Assistant Professor Emeritus of English, 1968-1988.  
 Kenneth B. Settle ; Ed.D., University of Cincinnati, 1961; Professor Emeritus of Business, 1972-1989.  
 Robert M. Small Jr .; Ed.D., Ball State University, 1969; Associate Professor Emeritus of Education, 1969-1994.  
 Frank L. Stanonis ; Ph.D., Pennsylvania State University, 1958; Professor Emeritus of Geology and Geography, 1969-1995.  
 Harlan C. Van Over ; Ph.D., St. Louis University, 1974; Professor Emeritus of Business, 1973-1975; 1977-1988.  
 Kenneth G. Vance ; M.A., University of Kentucky, 1968; Assistant Professor Emeritus of Communications, 1970-1989.  
 Byron C. Wright ; M.A., Ball State University, 1956; Vice President Emeritus for Business Affairs and Treasurer Emeritus, 1967-1995.

\*\* deceased

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# STUDENT RIGHTS AND RESPONSIBILITIES

## 1.00 INTRODUCTION

### 1.01 AUTHORITY

The Board of Trustees of the State of Indiana is empowered by the Legislature of the State of Indiana to operate the institution and to formulate such policies and regulations as are necessary to maintain that operation. Specific references to guidelines given by the General Assembly include: Chapter 273 of the Acts of 1969:

A. It is the purpose of this act to recognize and define certain powers, duties and responsibilities of the boards of trustees of the several universities of the State of Indiana, which are supported by appropriations made by the General Assembly. The powers, duties and responsibilities referred to by this act are not intended to include all powers, duties and responsibilities of the several boards and nothing contained in this act shall be deemed to diminish or abrogate any other of the powers, duties or responsibilities of the respective boards specifically conferred by statute or properly implied thereby.

B. The Trustees of the State of Indiana shall have the power and duty:

1. To govern the disposition and method and purpose of use of the property owned, used or occupied by the institution, including the governance of travel over and the assembly upon such property;
2. To govern, by specific regulation and other lawful means, the conduct of students, faculty, employees and others while upon the property owned by or used or occupied by the institution;
3. To govern, by lawful means, the conduct of its students, faculty, and employees, wherever such conducts might occur, to the end of preventing unlawful or objectionable acts which seriously threaten the ability of the institution to maintain its facilities for the performance of its educational activities or which are in violation of the reasonable rules and standards of the institution designed to protect the academic community from unlawful conduct or conduct which presents a serious threat to person or property of the academic community;
4. To dismiss, suspend or otherwise discipline any student, faculty member or employee of the institution who violates the institution's rules or standards of conduct, after determination of violation by lawful proceedings;
5. To prescribe the fees, tuition and charges necessary or convenient to the furthering of the purposes of the institution and to collect the same;
6. To prescribe the conditions and standards of admission of students upon such bases as are in the best interests of the State and the institution;
7. To prescribe the curricula and courses of study offered by the institution and to define the standards of proficiency and satisfaction within such curricula and courses;

8. To award financial aid to students and groups of students out of the available resources of the institution through scholarships, fellowships, loans, remissions of fees, tuitions or charges, or otherwise, on the basis of financial need, excellence of academic achievement or potential achievement or such other basis as the governing board may find to be reasonable related to the educational purposes and objectives of the institution and in the best interest of the institution and the state. All awards of financial aid made or offered in good faith by the state universities to students of their respective institutions prior to the effective date of this act are hereby legalized (amended by PL 327, March 30, 1971);

9. To cooperate with other institutions to the end of better assuring the availability and utilization of its total resources and opportunities to provide excellent educational opportunity for all persons.

C. Conduct which constitutes a violation of the rules of the institution may be punished, after determination of violation by lawful procedures, without regard to whether such conduct also constitutes an offense under criminal laws of any state or of the United States or whether it might result in civil liability of the violator to other persons.

D. The individual governing boards are responsible to fulfill the powers and duties conferred upon each by law. Each such board is authorized to employ such officers, faculty, employees, consultants and counsel as it may deem necessary or convenient to aid in the formulation and implementation of its policies and to execute its will within its particular institution. To such end each board may delegate to such persons and to others such authority as it may possess; provided, that no manner of delegation shall be irrevocable. Each board may provide

1. for the defense of such persons and of members of the governing board in any suit arising out of the performance of his duties for, or employment with, its respective institution, provided the governing board by resolution determines that such action was taken in good faith, and
2. for saving any such person or member harmless from any liability, cost or damage in connection therewith, including, but not limited to, the payment of any legal fees, except where such liability, cost or damage is predicated on, or arises out of the bad faith of such person or member, or is based on his malfeasance in office of employment. (Amended by PL 328, 1971)

E. Nothing in this act shall be deemed to discourage or disparage the status of students, faculty, and other persons or the valid concerns of the public in matters of policy and of management of the universities of the State.

The Board of Trustees acting within its legal authority has established the policies and regulations of SECTION II, SECTION III, and SECTION IV concerning the conduct of students and the procedures for handling violations of these policies and regulations.

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## 1.02 APPLICATION

Each person who becomes a student at the University of Southern Indiana has accepted conditions which are attached to his/her student status. This relationship between the student and the University is guided by some fundamental concepts:

A. Having been accepted for admission to the University, the student accepts the responsibility for utilizing the resources of the University in a positive and constructive manner for the purpose of achieving educational goals and without interfering with the rights of other students as they pursue their educational goals.

B. The University is enhanced by the contributions made by its students and graduates. Students have the opportunity as well as the responsibility to make positive contributions to the University through their daily interactions in the classroom and in campus life. In turn, the University provides opportunities for students to participate actively as members of the University community.

C. In any kind of human relationship, differences may exist. Members of a university community are committed to the use of intelligent, reasoned discussion as a means of resolving differences and problems. By the time each student is graduated from this University, the taxpayers will have invested several thousand dollars in the student's education at this institution. The return expected by the taxpayers is not only technical knowledge, but also good citizenship and voluntary action in community service. If students are to realize these expectations upon graduation, they will offer to serve on committees, hold elected offices, and to volunteer help in many valuable ways to make the University and the community better places in which to live and work.

D. The procedures, policies, and regulations described in SECTIONS II, III, and IV will apply to all students of the University of Southern Indiana and will be considered a part of the terms and conditions of admission and enrollment of all students. The violation of any policy or regulations listed in SECTION II and SECTION III may subject a student to disciplinary action up to and including suspension and/or expulsion from the University. The regulations and policies will be enforced by the president of the University or his designates.

E. The procedures, policies, and regulations contained herein, supersede all prior University procedures, policies, and regulations regarding student conduct and disciplinary proceedings developed by the Student Life area of the University of Southern Indiana and are in effect as of May 11, 1979, and shall remain in effect, as from time to time amended, until rescinded or modified by the Board of Trustees.

## 1.03 DEFINITIONS

A. Disciplinary action includes a range of sanctions up to and including suspension and expulsion.

B. Suspension means termination of student status for a period of time. No academic credit can be earned or accepted on a transfer basis while a student is under suspension.

C. Expulsion means permanent termination of student status.

D. Disruption. Situations will be judged to be disruptive whenever any person or persons by physical, auditory, or other means, prevent, impede, hinder, hamper, or otherwise interfere with the ongoing operation of the University or University-authorized activities.

E. Reside is the act or fact of living or regularly staying at or in some place.

F. University activity includes any teaching, research, administrative, or disciplinary function, proceedings, ceremony, event, service or activity conducted by students, faculty, staff, or administrators that is being held by authority of the University.

G. University property means property owned, controlled, used or occupied by the University, including property physically removed from the main campus, such as the University Theater, and/or leased property.

H. University officials are those persons who have been given responsibility and authority by the appropriate agency or person and who are acting in the performance of their duties.

## 2.0 MISCONDUCT

The following regulations are necessary for the orderly operation of the University. Students or student organizations proven guilty of a violation of these procedures, policies, and regulations will have disciplinary action taken against them.

Any of the following activities, or the aiding, abetting, inciting, encouraging or by one's presence supporting of any of the following activities, constitutes misconduct for which a student may be subject to disciplinary action up to and including suspension and/or expulsion from the University in addition to any civil action which may occur. Student organizations may be subject to disciplinary action up to and including revocation of registration. The University shall not institute disciplinary action against a student for off-campus conduct, criminal or otherwise, except in the case of a serious threat to the welfare or safety of persons and property or the disruption of the normal educational process.

**2.01 DISTURBING THE PEACE ON UNIVERSITY PROPERTY OR THE OBSTRUCTION OR DISRUPTION OF ANY UNIVERSITY ACTIVITY BY ANY MEANS INCLUDING ANY PHYSICAL OR AUDITORY METHODS.**

**2.02 UNAUTHORIZED USE, ENTRY, OR OCCUPANCY AT ANY UNIVERSITY ACTIVITY OR ANY UNIVERSITY FACILITY, STRUCTURE, EQUIPMENT, OR PROPERTY. POLICIES REGARDING THE USE OF UNIVERSITY BUILDINGS AND FACILITIES BY UNIVERSITY ORGANIZATIONS AND GROUPS**

Every faculty group and every officially-registered student organization has the right to the use of University facilities on a space-available basis for the purpose of holding meetings or conducting activities consistent with the objectives of that organization and the mission of the University. Use of any facility is determined by the president or University officials designated by him according to the following priorities.

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## A. General Buildings and Grounds Space

1. Every person with legitimate business at the University has the privilege of free access to the public areas of the buildings and grounds during those hours when they are open, with place, time, and duration to be determined by the president or a University official designated by the president. These areas are defined to include sidewalks, the UC Mall, Reflection Lake, entrances to buildings, corridors in classroom and office buildings, Rice Library, parking lots and common areas in the University Center.
2. The president or a University official designated by the president may deny this privilege of free access to an individual or group which disrupts the normal operation of the University.

## B. University Center and Conference Center Reservation and Facility Use Guidelines

1. The University Center has been designed to support the programs, events, meetings, and conferences of the students, faculty, staff, alumni, and guests of the University. All members of the University community have an equal opportunity to make use of the facilities of the building. However, because a central purpose of a University is to serve the needs of its students, primary consideration is given to the provision of space designed to promote maximum use of the facility by the students.
2. The University recognizes its obligation as a public institution to provide services and facilities to community, regional, and other off-campus groups or individuals. Outside groups or individuals are welcome to reserve space in the University Center at those times when particular space has not been previously booked by members of the University community.
3. The University has established policies and procedures for maximum benefit and utilization of its resources and facilities and services.
  - a. Space for events given priority by the University and various student events identified by the University Center Coordinating Committee held on an annual or regular basis will be reserved on a continuing basis by the student scheduler in the Scheduling Office, UC 213. A review of ongoing events will be conducted on a periodic basis by the University Center Coordinating Council.
  - b. The student scheduler will assign each reservation to the most appropriate space available. Use of classroom space for weekly meetings cannot be approved until two weeks into the semester after all classroom space has been assigned. Requests for specific rooms or spaces will be honored when possible. The student scheduler and the Office of Scheduling Services reserves the right to re-assign space when necessary and to identify suitable alternative space for the original reservation. Every effort will be made to notify requesting groups of room changes at least two weeks prior to the scheduled event.
  - c. Use of space for purposes other than that for which it has been designated is not permitted. Space will not be reserved or rented to any individual, group, or organization that is in competition with University programs.
  - d. Users who misrepresent an event or affiliation in order to avoid fees and charges or compliance with the general policies of the University Center may have reservation privileges suspended and may incur additional charges.

e. Individuals and/or groups will be responsible for the behavior of members of their organization. Individuals and/or groups will be charged for repair, replacement, or cleaning resulting from damages to the facilities, equipment, or for inadequate clean-up.

4. Neither individuals nor groups will be permitted to interrupt the use of space after it has been duly assigned, without the permission of the president or a University official designated by the president.
5. Smoking  
The University does not permit smoking within University buildings. The University expects the cooperation and commitment of all students, faculty, staff, and visitors in maintaining a smoke-free environment.

## 6. Decorations in the UC

- a. Decorations, displays, or exhibits which require flame or water cannot be used in the University Center or Conference Center. Hurricane or votive candles may be used on tables. Open flame candles are prohibited.
  - b. Masking tape is approved to post or secure materials on UC walls. The use of other tapes, glue, staples, thumbtacks, or adhesive on the walls, ceilings, door frames, doors, columns, or staging for attaching any material is not permitted. Angel hair, glitter, confetti, and straw are also prohibited.
7. Violations may be reason to initiate disciplinary proceedings as described in Sections 4.0-4.07 and subject a student or student organization to disciplinary action up to and including expulsion.

## C. Procedure for Requesting Approval of On-Campus Events by Registered Clubs and Organizations

1. Responsibilities of Student Chairmen, Sponsors, and the Student Organization
  - a. Reservations and calendaring should be completed in ample time for the preceding purposes to be accomplished.
  - b. It is the responsibility of the officers, members, and advisor(s) of an organization to establish specific hours at the time of request for reservation of the event. These hours should be based upon the educational mission of the institution, the type of activity, and the location of the activity.
  - c. Student organizations desiring reservations for an on-campus event will secure the University Event/Reservation form. The form is available from the student scheduler in the Scheduling Office, UC 213, the UC information desk, and at [www.usi.edu/sdv/reserve.htm](http://www.usi.edu/sdv/reserve.htm).
  - d. The student who is to act as chair of the event will be the contact person for the organization.
  - e. It is the responsibility of the student chair of the event to complete the Event/Reservation form and bring the form and all contracts to the student scheduler for review. The student scheduler will arrange the room or space needed and advise on any special arrangements, equipment, or costs.
  - f. The student organization will be responsible for all relevant charges for security, special set-up arrangements, equipment, and any additional staffing required by the function.
  - g. The chairperson of the event will be responsible for contacting the student scheduler to confirm all reservations and requests if they do not receive a written confirmation within 10 days of the original request.



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- h. One member of each couple attending a student event is to be a student of the University, unless arrangements have been made to invite special guests.

## 2. Responsibilities of the Student Scheduler

- a. It is the responsibility of the student scheduler to review the Event/Reservation form and all contracts with the student chairman. The student scheduler will advise the student chairman about any fee charges, special requirements, or possible challenges pertaining to the event or venue.
- b. The student scheduler will coordinate all appropriate services and confirm the reservation with the student chairman.
- c. The student scheduler will forward copies of the Event/Reservation form to the Office of Student Development Programs, the Office of Safety and Security, the organization's advisor, and the student chairman.

## 3. Making Reservations

- a. All student organization room reservations and space requests must go through the student scheduler.
- b. The Event/Reservation form should include all information pertinent to the event, including date and time of event, account number, anticipated number of attendees, type of set-up required, need for special equipment or food service. A copy of any contracts the organization signs pertaining to the event must also be given to the student scheduler at the time of the reservation.
- c. Only those students listed on the registration renewal or update forms may make room reservations or space requests. Organizations and/or their officers will be held financially responsible for any damage to the building or equipment as a result of maliciousness and/or negligence on the part of any organization or participant.
- d. Use of classroom space for weekly meetings cannot be approved until two weeks into the semester, after all classrooms have been assigned for academic purposes.
- e. If an organization finds it does not need a room once it has been reserved, the student scheduler must be contacted as soon as possible so that they may notify the Office of Scheduling Services of the room's availability. Meeting space on campus is scarce. Please be courteous enough to cancel a room if you don't need it! Not canceling a reservation can result in loss of reservation privileges.
- f. Reservations for events on campus must be made at least one week prior to the event.

## D. Student Organization Use Priorities and Reservations

1. Conference rooms 214 and 215 will be reserved primarily for student use.
2. Space identified by the University Center Coordinating Council reserved on a continuing basis will include the following:
  - a. Events designed primarily for the benefit of the entire student community;
  - b. Student Government Association, Activities Programming Board, and other "governing" student organizations as defined by the Office of Student Development.
3. Room reservations for registered student clubs and organizations on a semester basis must be made through the student scheduler by April 1 and November 1 of the prior semester.

4. Priority will be given to the renewal of reservations for annual events made within 24 hours of the completion of the event.

## E. Conflicts and Exceptions

The University reserves the right to refuse the use of University facilities at any given time. In these instances, the reason for such refusal will be explained to those involved. Exceptions to these procedures should be directed to the student scheduler and the Office of Scheduling Services. When necessary, the University Center Coordinating Council will review requests for exceptions as part of the regular agenda. If there appears to be a conflict with reservations, the student scheduler will contact the organization immediately to find a resolution to the matter.

## F. Fees and Charges

Student groups are not charged room rental or set-up fees unless the set-up involves a Physical Plant labor charge. There are charges for certain University services, such as setting up tables outside of the University Center, dance floor, and stage set-up. Ask the student scheduler for further details and current charges when making a reservation request. The registered student club or organization must have a University agency account to be able to process the reservation.

## G. Safety/Security

Student organizations can request University Safety and Security officers or Vanderburgh County sheriffs for their events (at their own expense) through the student scheduler. There are times when the Office of Safety and Security will require a security presence for an event which may incur a cost to the sponsoring organization. Events (i.e. dances, entertainment, special programs, etc.) that will likely attract more than 25 people will be reviewed by Security and may require the hiring of additional security officers at the sponsoring organization's expense. The student scheduler may be contacted for current costs and coordination of extra security.

## H. Food Service

Events scheduled in the University Center and the Conference Center (UC 201-204) where food is to be served must check with the director of Sodexo/Marriott Food Services at 812/464-1859. Sodexo/Marriott has an exclusive contract for all food, including beverages and meals, served in the University Center. No food may be served in the UC without their approval. Arrangements for food service are to be made after the room reservation has been confirmed. Groups may want to contact Sodexo/Marriott if there are catering needs outside of the University Center. Because of food liability laws, food can only be donated by a licensed food vendor. Individuals cannot donate food. All food costs are determined by Sodexo/Marriott Food Services. Be sure to contact the Food Service Manager at least 10 days in advance to allow sufficient time for planning and preparation. Sodexo/Marriott will provide catering within the University, if requested. There are charges for delivery outside of the University Center.

## I. Audio/Visual Needs

Arrangements for any audio-visual equipment or special equipment needed for an event must be made at the time the reservation for space is requested. Consult the student scheduler for a list of available equipment and rental costs.

2.03 MISUSE OF SAFETY EQUIPMENT OR ENGAGING IN ACTIVITIES DANGEROUS TO SELF OR OTHERS which include, but are not limited, dropping objects from high places; tampering with fire equipment, exit lights, guard rails, elevators or fire alarms; refusal to obey a fire alarm; initiating a false fire alarm; or submitting a bomb threat.

2.04 UNAUTHORIZED USE, POSSESSION, DAMAGE, DESTRUCTION, OR THEFT OF PUBLIC PROPERTY OR PERSONAL PROPERTY OTHER THAN ONE'S OWN.

Students must assume responsibility for their personal possessions while on University property or at University activities. It is the obligation of each student, as a citizen of the University community, to assist in the protection of the property of the State of Indiana. Payment for any property loss or damages which may occur will be obtained whenever blame can be assigned.

FAILURE TO COMPLY WITH VERBAL AND/OR WRITTEN INSTRUCTIONS OF UNIVERSITY OFFICIALS ACTING IN THE PERFORMANCE OF THEIR DUTIES AND MADE WITHIN THE SCOPE OF THEIR AUTHORITY .

All faculty and staff members have been assigned specific responsibilities by the Board of Trustees. In fulfilling these responsibilities, faculty and staff members have the authority which is commensurate with their position in the University and necessary to accomplish the task at hand. Therefore, students should honor the official request of any staff or faculty member. In the performance of his/her duties, each staff or faculty member represents the institution and the attack or threat of attack upon an official is a threat against the University itself. Such action cannot be tolerated. The above is also applicable to student employees when acting in the performance of their duties and within the scope of their authority. Grievances against a staff or faculty member may be filed with the department head responsible for that area of the University.

2.06 THE ILLEGAL MANUFACTURE, POSSESSION, USE AND/OR DISTRIBUTION OF DRUGS AND ALCOHOL BY STUDENTS, EMPLOYEES, AND VISITORS ON UNIVERSITY-OWNED OR -LEASED PROPERTY OR AS A PART OF ANY "UNIVERSITY ACTIVITIES," AS THAT TERM IS DEFINED BY THE UNIVERSITY .

The University expects the cooperation and commitment of all students and employees in maintaining an environment free of illicit drugs and illegal use of alcohol. Students and other campus constituents are deemed to be adults responsible for their own behavior and are expected to obey the law and University rules regarding drugs and alcohol. (See also 2.07)

## State of Indiana Legal Sanctions for Drug/Alcohol Use

2.07 UNAUTHORIZED POSSESSION OR USE OF DRUGS/ALCOHOL, AS DEFINED HERE.

A. The following actions are prohibited by the University of Southern Indiana:

1. Consumption or possession of alcoholic beverages on University property, or in the course of a University activity or student organization activity without University approval or contrary to law;
2. Consumption or possession of alcoholic beverages in any undergraduate residence supervised by the University, except as approved by the University.
3. Consumption or conspicuous possession of alcoholic beverages in or on any property of the University frequented by the public, except in areas specifically designated by the University.

B. The possession or consumption of alcoholic beverages is not forbidden in the following areas of the University unless otherwise prohibited by law:

1. In designated graduate housing and buildings designated as restricted to students who are 21 years of age or older, including residence rooms and certain common areas approved for such purpose by the dean of students. The dean of students may enact rules to regulate such use or possession.
2. In designated undergraduate residences supervised by the University when temporary permission is granted by the dean of students for events at which persons 21 years of age or older may lawfully possess and use alcoholic beverages. The dean of students may enact rules to regulate such use or possession.
3. In designated family housing, including residence rooms, and certain common areas approved for such purpose by the dean of students. The dean of students may enact rules to regulate such use or possession.
4. In the University Center, including guest rooms and certain other areas specifically approved for such purpose by the president.
5. In other areas, such as private offices, reception areas, and faculty lounges, conference areas, Varsity Club Room, not readily accessible to the public and specifically approved for such purpose by the president.

C. Student organizations that serve or permit possession of alcoholic beverages at student organization functions, on or off campus, will be disciplined if violations of alcoholic beverage laws or of University-enforced regulations occur at such functions. Individual students who plan, sponsor, or direct such functions also may be subject to discipline.

Title 7.1, Article 5 of the Indiana code provides the applicable legal sanctions under local and state law for illegal possession and use of alcoholic beverages. Some examples of these sanctions are provided for information purposes:

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#### A. Public Intoxication

It is a Class B misdemeanor for a person to be in a public place or a place of resort in a state of intoxication (Indiana Code 7.1-5-1-3).

#### B. Illegal possession of alcohol by minor:

It is a Class C misdemeanor for a minor to knowingly: (1) possess an alcoholic beverage; (2) consume it; or (3) transport it on a public highway when not accompanied by at least one (1) of his/her parents or guardians. (Indiana Code 7.1-5-7-7)

#### C. Sale or gift to a minor:

It is a Class C misdemeanor for a person to recklessly sell, barter, exchange, provide, or furnish an alcoholic beverage to a minor. (Indiana Code 7.1-5-7-8) It is a Class C misdemeanor for a minor to recklessly be in a tavern, bar, or other public place where alcoholic beverages are sold, bartered, exchanged, given away, provided or furnished. In addition to other penalties under this subsection, the minor's driver's license shall be suspended for up to one (1) year in accordance with IC 9-24-18-8 and IC 9-30-4-9. (Indiana Code 7.1-5-7-10)

#### D. Misrepresentation of age:

It is unlawful for a minor to make a false statement or present false evidence of age (Indiana Code 7.1-5-7-1), to possess a false identification (Indiana Code 7.1-5-7-3), or to misrepresent age on state-approved written forms (Indiana Code 7.1-5-7-4) in order to procure alcoholic beverages. A minor convicted of using a false driver's license or that of another shall have his/her license suspended for up to one (1) year in accordance with IC 9-24-18-8 and IC 9-30-4-9. (Indiana Code 7.1-5-7-1). It is a Class C misdemeanor for a person to sell, give, or furnish to a minor false or fraudulent evidence of majority or identity with the intent to violate a provision of this title (Indiana Code 7.1-5-7-2).

#### E. Sale or gift to intoxicated persons:

It is unlawful for a person to sell, barter, deliver, or give away an alcoholic beverage to another person who is in a state of intoxication if the person knows that the other person is intoxicated. (Indiana Code 7.1-5-10-15)

#### F. Liability of person furnishing alcoholic beverage to intoxicated person:

(a) As used in this section, "furnish" includes barter, deliver, sell, exchange, provide, or give away; (b) A person who furnishes an alcoholic beverage to a person is not liable in a civil action for damages caused by the impairment or intoxication of the person who was furnished the alcoholic beverage unless: (a) the person furnishing the alcoholic beverage had actual knowledge that the person to whom the alcoholic beverage was furnished was visibly intoxicated at the time the alcoholic beverage was furnished; and (2) the intoxication of the person to whom the alcoholic beverage was furnished was a proximate cause of the death, injury, or damage alleged in the complaint. (Indiana Code 7.1-5-10-15.5)

#### G. Driving while intoxicated penalty:

A person who operates a vehicle with an alcohol concentration equivalent to a least ten-hundredths (0.10) gram of alcohol but less than fifteen-hundredths (0.15) gram of alcohol per: (1) one hundred (100) milliliters of the person's blood; or (2) two hundred ten (210) liters of the person's breath; commits a Class C misdemeanor.

(Indiana Code 9-30-5-1) The penalty can be 60 days in jail and a \$500 fine (Indiana Code 35-50-3-4). A person who drives a vehicle while intoxicated can be charged with a Class A misdemeanor, with a penalty of up to one year in jail and a \$5,000 fine (Indiana Code 9-30-5-2 and 35-50-3-2). A second offense or beyond, occurring during a five-year period, is a Class D felony (Indiana Code 9-30-5-3), with a penalty of up to one and one-half years in prison (Indiana Code 35-50-2-7). It is a Class D felony if a driver is under the influence and causes an accident involving bodily injury, and a Class C felony where an accident involves a death (Indiana Code 9-30-5-4 and IC 9-30-5-5). The Class C felony carries a penalty of four years in prison (Indiana Code 35-50-2-6). The law allows consideration of aggravating or mitigating circumstances to increase or lessen a penalty.

#### H. Common Nuisance:

1. A person who knowingly or intentionally visits a building, structure, vehicle, or other place that is used by any person to unlawfully use a controlled substance commits visiting a common nuisance, a Class B misdemeanor (Indiana Code 35-48-4-13).
2. A person who knowingly or intentionally maintains a building, structure, vehicle, or other place that is used (a) one or more times: 1. by persons to unlawfully use controlled substances; or 2. for unlawfully A. keeping; B. offering for sale; C. selling; D. delivering; or E. financing the delivery of; controlled substances or items of drug paraphernalia as described in IC 35-48-4-8.5; commits maintaining a common nuisance, a Class D felony (Indiana Code 35-48-4-13).

Title 35, Article 48 of the Indiana Code provides the applicable legal sanctions under local and state law for the unlawful possession or distribution of illicit drugs. Some examples of these sanctions are provided for information purposes:

#### A. Possession of a controlled substance:

A person who, without a valid prescription or order of a practitioner acting in the course of his professional practice, knowingly or intentionally possess a controlled substance (pure or adulterated) classified in schedule I, II, III, or IV, except marijuana or hashish, commits possession of a controlled substance, a Class D felony. However, the offense is a Class C felony if the person in possession of the controlled substance possesses the controlled substance: (1) On a school bus; or (2) in, on, or within one thousand (1,000) feet of: (A) school property; (B) a public park; or (c) a family housing complex (Indiana Code 35-48-4-7).

#### B. Possession of marijuana, hash oil, or hashish:

A person who: 1. knowingly or intentionally possesses (pure or adulterated) marijuana, hash oil, or hashish; 2. knowingly or intentionally grows or cultivates marijuana; or 3. knowing that marijuana is growing on his premises, fails to destroy the marijuana plants; commits possession of marijuana, hash oil or hashish, a Class A misdemeanor. However, the offense is a Class D felony (i) if the amount involved is more than thirty (30) grams of marijuana or two (2) grams of hash oil or hashish, or (ii) if the person has prior conviction of an offense involving marijuana, hash oil, or hashish (Indiana Code 35-48-4-11).

#### C. Possession of a narcotic drug:

1. A person who, without a valid prescription or order of a practitioner acting in the course of the practitioner's professional prac-

tice, knowingly or intentionally possesses cocaine (pure or adulterated) or a narcotic drug (pure or adulterated) classified in schedule I or II commits possession of cocaine or a narcotic drug, a Class D felony, except as provided in subsection (b).

2. The offense is 1. a Class C felony if the amount of the drug involved (pure or adulterated) weighs three (3) grams or more or 2. the person was also in possession of a firearm (as defined in IC 35-47-1-5); 3. a Class B felony if the person in possession of the cocaine or narcotic drug possesses less than three (3) grams of pure or adulterated cocaine or narcotic drug: (A) on a school bus; or (B) in, on, or within on thousand (1,000) feet of (i) school property; (ii) a public park; or (iii) a family housing complex; and 4. a Class A felony if the person possesses the cocaine or narcotic drug in an amount (pure or adulterated) weighing at least three (3) grams (A) on a school bus; or (B) in, on, or within one thousand (1000) feet of (i) school property; (ii) a public park; or (iii) a family housing complex (Indiana Code 35-48-4-6).

#### D. Possession of paraphernalia:

1. A person who possesses a raw material, instrument, device, or other object that the person intends to use for: 1. introducing into the person's body a controlled substance; 2. testing the strength, effectiveness, or purity of a controlled substance; 3. enhancing the effect of a controlled substance in violation of this chapter; commits a Class A infraction for possessing paraphernalia (Indiana Code 35-48-4-8.3).

#### E. Manufacture or distribution of substance represented to be controlled substance:

1. A person who knowingly or intentionally: (a) manufactures; (b) finances the manufacture of; (c) advertises; (d) distributes; or (e) possesses with intent to manufacture, finance the manufacture of, advertise, or distribute; a substance described in Section 4.5 (IC 35-48-4-4.5) of this chapter commits a Class C felony. 2. A person who knowingly or intentionally possesses a substance described in Section 4.5 of this chapter commits a Class C misdemeanor. However, the offense is a Class A misdemeanor if the person has a previous conviction under this section (Indiana Code 35-48-4-4.6).

#### F. Dealing in marijuana, hash oil, or hashish:

1. A person who: 1. knowingly or intentionally: (A) manufactures; (B) finances the manufacture of; (C) delivers; or (D) finances the delivery of; marijuana, hash oil, or hashish, pure or adulterated; or 2. possesses, with intent to A. manufacture; B. finance the manufacture of; C. deliver; or D. finance the delivery of; marijuana hash oil or hashish, pure or adulterated; commits dealing in marijuana, hash oil, or hashish, a Class A misdemeanor except as provided in subsection B.
2. The offense is: 1. a Class D felony if: (A) the recipient or intended recipient is under eighteen (18) years of age; (B) the amount involved is more than thirty (30) grams but less than ten (10) pounds of marijuana or two (2) grams, but less than three hundred (300) grams of hash oil, or hashish; or (C) the person has a prior conviction of an offense involving marijuana, hash oil, or hashish; and 2. a Class C felony if: (A) the amount involved is ten (10) pounds or more of marijuana or three hundred (300) or more grams of hash oil or hashish; or the person: delivered or

financed the delivery of marijuana, hash oil, or hashish: (A) on a school bus; or (B) in, on, or within one thousand (1,000) feet of: (i) school property; (ii) a public park; or (iii) a family housing complex (Indiana Code 35-48-4-10).

#### G. Dealing in cocaine or a narcotic drug:

A person who (1) knowingly or intentionally: (A) manufactures; (B) finances the manufacture of; (C) delivers; or (D) finances the delivery of; cocaine or a narcotic drug, pure or adulterated, classified in schedule I or II; or (2) possesses with intent to (A) manufacture; (B) finance the manufacture of; (C) deliver or (D) finance the delivery of cocaine or a narcotic drug, pure or adulterated, classified in Schedule I or II; commits dealing in cocaine or a narcotic drug, a Class B felony, except as provided in subsection (b). The offense is a Class A felony if: (1) the amount of the drug involved weighs three (3) grams or more; (2) the person (A) delivered; or (B) financed the delivery of; the drug to a person under eighteen (18) years of age at least three (3) years junior to the person; or (3) the person delivered or financed the delivery of the drug: (A) on a school bus; or (B) in, on, or within one thousand (1,000) feet of: (i) school property; (ii) a public park; or (iii) a family housing complex (Indiana Code 35-48-4-1).

#### H. Visiting or maintaining a common nuisance:

1. A person who knowingly or intentionally visits a building, structure, vehicle, or other place that is used by any person to unlawfully use a controlled substance commits visiting a common nuisance, a Class B misdemeanor.
2. A person, who knowingly or intentionally maintains a building, structure, vehicle, or other place that is used one (1) or more times: (1) by persons to unlawfully use controlled substances; or (2) for unlawfully: (A) keeping; (B) offering for sale; (C) selling; (D) delivering; or (E) financing the delivery of: controlled substances, or items of drug paraphernalia as described in IC 35-48-4-8.5; commits maintaining a common nuisance, a Class D felony (Indiana Code 35-48-4-13).

#### I. Suspension of operator's license and motor vehicle registrations:

If a person is convicted of an offense under section 1, 2, 3, 4, 5, 6, 7, 10, or 11 of this chapter, or conspiracy to commit an offense under section 1, 2, 3, 4, 5, 6, 7, 10, or 11 of this chapter, the court shall, in addition to any other order the court enters, order that the person's: 1. operator's license be suspended; 2. existing motor vehicle registrations be suspended; and 3. ability to register motor vehicles be suspended; by the bureau of motor vehicles for a period specified by the court of at least six (6) months but not more than two (2) years (Indiana Code 35-48-4-15).

## 2.08 PHYSICAL OR MENTAL ABUSE, HARASSMENT

It is the policy of the  $\tilde{A}\pm\pm\langle\theta^{\circ}\tilde{E}$  that physical or mental abuse, harassment, hazing or sexual assault of one member of the University community by another will not be tolerated. This policy applies to all members of the campus community, students, staff and faculty.

- A. Any kind of expressed or implied threat of mental or physical abuse, harassment, or threat of physical abuse or harassment against any person or his/her property for the purpose of submitting a person to physical pain or discomfort, indignity, or humiliation at any time, regardless of the intent of such an act. Such behavior includes, but is not limited to:

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1. Detention by personal or mechanical methods
  2. Misuse of one's authority or leadership position
  3. Striking another person by hand or with any instrument
  4. Forcing a student into violation of the law or a University regulation
  5. Obscene or threatening phone calls
  6. Threatening or intimidating another individual
  7. "Fighting words" that are spoken face-to-face as a personal insult to the listener or listeners in personally-abusive language inherently likely to provoke a violent reaction by the listener or listeners to the speaker.
  8. Having first-hand knowledge of the planning of such actions or first-hand knowledge that an incident of this type has occurred and failing to report it to appropriate officials

B. Any kind of hazing or threat of hazing against any person. The University defines hazing as any action taken or situation created to intentionally produce mental or physical discomfort, embarrassment, harassment or ridicule. Such activities and situations include, but are not limited to:

1. Physical punishment, contact, exercise, or sleep deprivation which causes excessive fatigue and/or physical and psychological shock
2. Forced consumption of food, drink, alcohol, tobacco, drugs, marijuana
3. Forced transporting of pledges
4. Public humiliation, ridicule, indecent exposure, or ordeal
5. Forcing illegal acts (laws, policies, rules)
6. Forcing acts that are immoral, unethical
7. Blocking an individual's academic, athletic, health, or personal success
8. Personal servitude
9. Mental harassment
10. Deception
11. Any other activities which are not consistent with fraternal rituals or the regulations and policies of the educational institution (Adapted from Fraternity Executive Association Statement of Position)

C. Any kind of sexually-offensive act against another person. Any verbally-offensive demand or suggestion. Any intentional touching of another person's body without mutual consent. The University defines these acts as including, but not limited to, the following:

1. Rape/sexual assault (gang, acquaintance, stranger)

2. Acts on a person who is not conscious or able to give consent
3. Indecent exposure
4. Direct or indirect threats linked to sexual propositions or activity
5. Coerced sexual activity
6. Sexual propositions
7. Sexual battery, the unwanted touching of an intimate part of another person, such as a sexual organ, buttocks, or breasts

## 2.09 FIREWORKS AND EXPLOSIVES, WEAPONS

Transfer, sale, use of, possession of explosives, fireworks, firearms, dangerous chemicals, or any lethal weapon on University-leased or -owned property and University activities under any circumstances except as authorized by the University. The storage of fireworks or weapons in an automobile brought to the campus is also prohibited except for duly-licensed officers of the law.

## 2.10 FALSIFICATION AND MISREPRESENTATION OF FACTS

Falsification of information or misrepresentation of facts during any University hearing or on any University form or document and the unauthorized and/or improper use of University forms, documents, or records.

A. Deliberate Misrepresentation of Facts - The falsification of information or misrepresentation of facts during any University hearing (either administrative or in the student court system) will be considered in violation of this policy.

B. Forms, Records, and Documents - Falsification of records and/or misrepresentation of facts on any University form or document may result in disciplinary action and/or cancellation of registration. This includes but is not limited to registration materials, student IDs, data sheets, fee receipts, checks for payment to the University, applications for vehicle registration, correct place of residence, or Event/Facility requests.

C. Correct Address - A student's address must be given at the time of registration and must be the actual place of residence. Any subsequent change of address is to be reported to the Office of the Registrar. Failure to register the actual current residence or a change of address is cause for the cancellation of registration and/or initiation of disciplinary proceedings which may result in disciplinary action up to and including suspension from the University.

D. Eagle Access Card Policies - It shall be illegal for a student to allow his/her Eagle Access card to be used by another person (whether a student or not). These cards are the property of the University and entitle the student to certain privileges. Therefore, no student shall have access to the privileges on the basis of any but his/her own Eagle Access card. Further, it is against University regulations for any person to alter in any way the information contained on the Eagle Access card. If it should be necessary to replace or change the card, the student should report to the Eagle Access Card Office, where the student may begin the process of replacement. This card must be carried with the student at all times when on University-owned or -leased property or at University activities and must be shown upon request.

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## 2.11 CONDUCT THAT IS A VIOLATION OF THE CRIMINAL CODE OF THE STATE OF INDIANA OR OF FEDERAL LAW, OR THAT BY ITS NATURE POSES A SERIOUS THREAT TO THE WELFARE OR SAFETY OF PERSONS OR PROPERTY

The University is legally obligated to establish whatever policies are deemed necessary to carry out its educational mission and processes. This obligation has existed since the founding of the University. The 1969 General Assembly of the State of Indiana elaborated and explicitly amplified its efforts to safeguard the welfare of the University by passage of several new laws. One of these laws is presented here. The law is reported in its entirety because it pertains to higher education, and because it elaborates some expectations legally applied to student behavior. Students are expected to know the civil laws and University policies and regulations which apply to their behavior.

Chapter 179 of the Acts of 1969

- A. It shall be a misdemeanor for any person intentionally to damage any property, real or personal, of any institution established for the purpose of the education of students enrolled therein.
- B. It shall be a misdemeanor for any person to go upon or remain upon any part of the real property of any institution established for the purpose of the education of students enrolled therein in violation of any rule or regulation of any such institution for the purpose of interfering with the lawful use of such property by others or in such manner as to have the effect of denying or interfering with the lawful use of such property by others.
- C. It shall be a misdemeanor for any person to go upon or remain within a public building for the purpose of interfering with the lawful use of such building by other persons or in such manner as to have the effect of denying to others the lawful use of such building.
- D. A person who commits a misdemeanor defined in this act shall be punished, upon conviction, by a fine not to exceed five hundred dollars (\$500) or by both fine and imprisonment.
- E. Nothing in this act shall be interpreted as affecting the right of any person to engage in any conduct not in violation of this act or any rule or regulation of any such institution, or of any institution established for the purpose of education of students to discharge any employee, or expel, suspend, or otherwise punish any student, in accordance with its procedures for any conduct which may be a violation of any such rule or regulation of any such institution or rendered unlawful by this act or may otherwise be deemed a crime or misdemeanor. (See also: Chapter 273 of the Acts of 1969)

## 2.12 CONDUCT THAT IS IN CONTEMPT OF THE UNIVERSITY COURT

### Contempt of University Court

The University Court has been established to help fulfill the administrative and educational functions of the University. Actions which hinder the court in fulfilling these purposes cannot be allowed and the following conditions may lead to charges of contempt of court:

- A. The court shall be empowered to charge any individual who disrupts a court hearing in any way with contempt of court under the appropriate University regulation. (See also 2.01). Failure to abide by the policies guaranteeing the right of expression of students.

The Board of Trustees of the University recognizes the students' legitimate interest in the administration and management of the ongoing affairs of this University and recognizes their need to participate therein. To that end the University has established a legitimate student government with elected representatives of the student body and the various organizations on campus with whom the Administration and the Board of Trustees have worked in the past and will expect to work in the future. The board welcomes consultation with students and their participation in the administration of this University through the regular and orderly student channels.

## 2.13 FAILURE TO ABIDE BY THE POLICIES GUARANTEEING THE RIGHT OF EXPRESSION

- A. The Board of Trustees has announced, approved, and published policies permitting peaceful demonstrations on the campus. The violation of these policies by the use of disorderly and unlawful actions as a method of presenting student demands to the Administration and Trustees of this institution will not be tolerated. Those students who engage in such activities will be subject to severe disciplinary action, including expulsion. Any requests, demands, or suggestions presented by such methods will neither be accepted nor acted upon by the Board of Trustees. The University believes that the right of expression is as necessary as the right of inquiry and that both must be preserved as essential to the pursuit and dissemination of knowledge and truth. Consequently, students, individually and collectively, may express their views through the normal faculty, administrative, and student channels of communication. Students also may express their views by demonstrating peacefully for concepts they wish to make known, and the University will make every reasonable effort to protect that right.

The University also has equal and simultaneous obligation to protect the rights and freedoms of students who do not choose to participate in a demonstration. Similarly, the University is obliged to protect its property and to prohibit interference with scheduled activities of students, University personnel, and guests on the campus. The University is aware of the need for forbearance on its part in tolerance of peaceful demonstrations, protests, or other expressions of student attitudes. The University recognizes the fact that expression of opinion through demonstration or protest may, on occasion, lead to inconvenience and interruption of University activities or functions; therefore orderly and peaceful demonstrations are not forbidden unless they disrupt, as defined later in this policy, University functions or activities. The University has an obligation to assure the safety of individuals, the protection of property, and the continuity of the educational process. The object of the statement is, therefore, to provide through explicit reasonable limitations on expression a context in which expression may be protected and in which violence is avoided.

In order to meet all of the preceding obligations, the following actions are defined as exceeding the limits of appropriate expression or peaceful demonstration and are in violation of University policy for individuals or groups:

1. Actions which endanger the safety and well-being of individuals
2. Actions which destroy property
3. Actions which disrupt, by physical or auditory means, the ongoing operations of the University or interfere with the rights of

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other individuals in their exercise of expression. (This is designed to protect administrative, faculty, and student functions such as classes, libraries, public and private meetings, health services, recreational activities, and on-campus recruitment. See also regulations regarding facilities priorities.)

Individuals holding views hostile to those presented by persons participating in a peaceful demonstration, protest, or other expression of student attitudes are subject to the same policies. The initial judgement of the permissible limits of student expression should be made by the faculty member, administrator, or other University representative in charge of a specific University facility or function. Any member of the University community who believes the permissible limits of student expression have been exceeded may lodge a complaint to the University official in charge of the specific facility or function. If, after observation of the situation, the person in charge of a facility or function determines that said situation is no longer peaceful and orderly, he/she should:

1. Request, not direct, the students to desist from the activities causing the disturbance and allow a reasonable amount of time for such action to occur. In the event of the failure of his/her efforts at persuasion, he/she should inform the Office of Safety and Security of the nature of the disturbance and remain on the scene, except for extreme duress, until the arrival of the Security officer.
2. Elect, when he/she believes personal safety or well-being will be endangered by direct involvement with the demonstrators, to inform immediately the Office of Safety and Security and the Office of Student Life.

B. Adjudication of violations of policies guaranteeing the right of expression of students

1. Violations of these limitations subject students to disciplinary action by the University.
2. The University disciplinary actions for students found guilty of disrupting legitimate University functions may range in severity from conduct warning to permanent expulsion.
3. Students involved in disruptive behavior will have their alleged offenses adjudicated in the same manner as those of students involved in other violations of University policy. This includes the opportunity to appeal.
4. Any charges by the University for violation of this policy must be made within six (6) months after the alleged violation.

## 2.14 FAILURE TO COMPLY WITH THE MOTOR VEHICLE POLICY

All motor vehicles operated by students on University property must be registered through the Eagle Access Card Office.

Traffic regulations are enforced by the Office of Safety and Security by the authority granted by Indiana statutes and the University of Southern Indiana Board of Trustees. Copies of current traffic regulations are issued to students registering cars or may be secured at the Safety and Security Office or the Eagle Access Card Office. Monetary assessments are made for failure to obey the motor vehicle regulations. Students with delinquent violations may be blocked from registration, transcripts, etc. When, in the judgment of the Office of Safety and Security, a student's failure to comply with appropriate parking or traf-

fic regulations becomes a breach of discipline, that office shall refer the student to the Office of Student Life for disciplinary action.

Tickets may be appealed by written application to the Student Government Association University Court, if requested within three working days.

## 2.15 FAILURE TO COMPLY WITH THE PROVISIONS OF THE OUTSIDE SPEAKERS POLICY

The University considers freedom of inquiry and discussion essential to a student's educational development. Through open discussion of ideas and exchange of opinions, one can become informed and can test and give expression to his/her values as they relate to issues concerning himself /herself and society. The University recognizes its responsibility to provide students with opportunities to develop themselves as responsible, thinking individuals. Furthermore, the University endeavors to develop in those students a realization that all citizens have not only the right, but also the obligation, to inform themselves about various issues, views, and opinions. The appearance of visiting speakers is encouraged by the University as one means by which members of the University community receive the opportunity to explore a variety of views and opinions.

The University recognizes that any subject or view may be repugnant or distasteful to an individual or group holding divergent views. The University also recognizes that the question of appropriateness is not determined by the subject matter as such, but by the method of presentation and extent to which critical examination occurs through disciplined inquiry by faculty and students.

Restraints on activities connected with learning should be held to that minimum, consistent with preserving an organized society in which peaceful, democratic means for change are utilized. Each individual has the right to express his/her ideas and opinions; the individual must, however, recognize that those who have different opinions have the same rights. Exercise of rights involves acceptance of responsibility. And, true to the University's norms of advancing inquiry, a visiting speaker should expect and be prepared for critical examinations of his presentation.

Un-sponsored speakers (defined as those not invited by a recognized University organization or as part of a scheduled University event) are discouraged. To minimize disruption of campus activities and the orderly movements of pedestrian and vehicular traffic, un-sponsored speakers are restricted to the plaza between Rice Library and University Boulevard, just outside Room 100.

On the basis of these premises, the University will encourage any University-recognized group of students, faculty, administrators, or staff to invite speakers to the campus, subject only to the following provisions:

1. that the speaker not advocate violation of any federal or state law and that the speaker be aware that any personal violation of any federal or state law on the speaker's part will make the speaker subject to action by the regular civilian authorities administering federal and state laws.
2. that following the speaker's presentation adequate time be allowed and opportunities provided for questions and criticisms from members of the audience. The speaker must be made aware of and agree to this condition.
3. that neither the sponsoring group nor the speaker attempts to indicate University support of the speaker or the ideas.

4. that a member or members of the sponsoring group be with the speaker to present the speaker and the topic as well as to conduct any question period.
5. that to schedule the event properly, to assure adequate facilities, to ensure the necessary publicity, and to assure proper procedure, the sponsoring group wishing to invite a visiting speaker to the University make all arrangements for reserving space with appropriate University officials at least seven days in advance of the speaker's appearance (the president may waive the time requirement); and
6. that violation by the sponsoring group of provisions or intent of the stated policy and procedure subjects that group and its members only to those sanctions applicable in cases of violation of other University rules.

In order that the provisions and intent of the outside speakers policy of the University be implemented, the following procedures have been instituted. This procedure is intended to assist the sponsoring organization, the speaker, and the University community to receive maximum benefit from the presence of the speaker on campus. To make this assistance equal and understandable to all concerned, the following steps have been established:

A. Student organizations desiring reservations for an on-campus event must secure the University Event/Reservation form, available at the student scheduler's office in UC 213, the UC information desk, or online at [www.usi.edu/sdv/reserve.htm](http://www.usi.edu/sdv/reserve.htm). Faculty/staff desiring reservations for an on-campus event should contact the Scheduling Services Office.

B. It is the responsibility of the student chair of the event to complete the Event/Reservation form and bring the form and all contracts to the student scheduler in UC 213 for review. The student scheduler will arrange the room or space needed and advise on any special arrangements, equipment or costs.

C. Reservations for events on campus must be made at least one week prior to the event.

D. Publicity by the sponsoring organization may be released only upon the completion of the scheduling form and after approval by the student scheduler or Scheduling Services Office.

### 3.0 MISCONDUCT ACTIVITIES WHICH MAY SUBJECT A STUDENT OR STUDENT ORGANIZATION TO DISCIPLINARY ACTION

Students or student organizations shown to be in violation of these procedures, policies, and regulations may have disciplinary action taken against them as well as any action specifically stated in the regulation.

#### 3.01 DEFINITIONS OF ACADEMIC DISHONESTY

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

#### A. Cheating

A student must not intentionally use or attempt to use unauthorized materials, information, or study aids in any academic exercise.

1. A student must not use external assistance during any examination unless the instructor has specifically authorized such assistance. This prohibition includes (but is not limited to) the use of tutors, books, calculators, notes, formula lists, cues on a computer, photographs, and symbolic representations.
2. A student must not copy from another student's work, including (but not limited to) a test paper, project, product, performance, or electronic document or file.
3. A student must not take a test for someone else or permit someone else to take a test for him or her. A student must not knowingly allow another student to copy one's work in a test.
4. A student must not submit, during the same semester, substantial portions of the same academic work for credit or honors more than once without permission from all of the instructors who may be involved. In the event a student seeks to submit in a current course a substantial portion of the same academic work submitted in a previous course, then only the current instructor need approve.
5. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor. This prohibition includes (but is not limited to) submitting another's work as one's own, or using commercial term-paper companies or files of past papers maintained in a residence unit.
6. Several people must not collaborate on a single project and turn in multiple copies, all represented implicitly or explicitly as individual work.

#### B. Fabrication

A student must not intentionally falsify or invent any information or citation in an academic exercise.

#### C. Plagiarism

A student must not intentionally adopt or reproduce ideas, words, or statements of another person without acknowledgment. A student must give due credit to the originality of others and properly reference the following:

1. Quoting another person's actual words;
2. Using another person's ideas, opinion, or theory;
3. Borrowing facts, statistics, or other illustrative material, unless the information is common knowledge.

#### D. Interference

A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes (but is not limited to) theft, defacement, or mutilation of common resources so as to deprive others of the information they contain.



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#### E. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty.

#### F. Electronic and Other Media

All of the above prohibitions also apply to the use of electronic, photographic, and other media for intellectual and artistic expression.

### 3.02 PENALTIES AND PROCEDURES

An act of academic misconduct, even a first offense, places the student in jeopardy of the most severe form of sanction - expulsion from the University.

A. A faculty member who has observed an act of dishonesty or has other evidence that a student has committed an act prohibited in Section 3.01 shall initiate the process of determining whether the student is in violation of the policy. NO penalty shall be imposed until the student has been informed of the charge, has been informed of the evidence on which it is based, and has been given an opportunity to respond.

B. If the faculty member finds by a preponderance of the evidence the student to be in violation of the academic honesty policy, he or she may assess a penalty affecting the specific project, paper or test in which the act is found to have occurred. The student may appeal this penalty to the department chair.

1. If the faculty member wishes to impose a more severe academic penalty (for example, to give a course grade of "F"), s/he will review the incident with the department chair prior to the imposition of the penalty. If the chair concurs with the penalty, the student may appeal to the dean.
2. In the event the department chair is the instructor of the course, then s/he will review the incident with the dean prior to the imposition of the penalty. If the dean concurs with the penalty, the student may appeal to the vice president of Academic Affairs.
3. In the event the dean is the instructor of the course, then s/he will review the incident with the vice president of Academic Affairs prior to the imposition of the penalty. If the VPAA concurs with the penalty, the student may appeal to the VPAA's designee.

C. In all cases where a penalty has been imposed, the faculty member will file the "Academic Dishonesty Report Form" with the department chair, who will forward the report to the dean with a copy to the office of the dean of students. If the student is not enrolled in the school in which the course is offered, the dean of that school will provide a copy of the report to the dean of the school in which the student is enrolled.

D. If the department chair and/or dean of the school in which the student is enrolled believe that further action is warranted, additional penalties may be imposed. The department chair may remove the student from the academic major, following review and approval by the dean; the student may appeal this penalty to the vice president of Academic Affairs. The dean may remove the student from the academic school, following review and approval by the vice president of Academic Affairs; the student may appeal this penalty to the Student Academic Grievance Committee.

E. Any appeal by a student of a decision herein must be made within 14 calendar days of notification of the decision.

F. The dean (or any other interested party) may pursue University sanctions, up to and including suspension or expulsion, by filing a complaint against the student for violating Section 3.01 of the Code of Student Conduct with the dean of students.

### 3.03 APPEALS

A. Where the student's University standing has not been affected, any appeal of penalties provided for in Section 3.02 is limited to the process described therein.

B. If the student's University standing has been affected, as per Section 4.03, Conduct Adjudication Process, s/he may appeal to the Campus Appeals Commission (see also Section 4.05, Appeals).

### 3.04 IMPLEMENTATION OF POLICY

Specific procedures and reporting forms for faculty members may be found in the University handbook. Students who wish to report an act of academic dishonesty should contact the instructor or the department chair. The dean of students will collect reports of cases in which findings of academic dishonesty have been adjudicated in order to maintain an accurate, cumulative record on each student. The dean of students will make an annual report on academic dishonesty, including a statistical summary of cases, dispositions, and penalties, and deliver the report to the vice president of Academic Affairs and the members of the Student Academic Affairs Committee.

### 3.05 POLICY ON SALES AND SOLICITATIONS

No canvassing, peddling, soliciting, distributing, or posting of any written or printed material by outside individuals or organizations is permitted on the grounds or in the buildings of the University without the written permission of the president. Such solicitations that are prohibited include the use of electronic mail and Web page solicitations. Any activity in violation of this policy should be reported to the Office of the President

Sales and solicitations may be made only by an officially-registered campus organization and only if they are for the general benefit of the University and/or the community. With the authorization of the president, permission must be granted by the dean of students or a designee. Application for approval for sales and solicitations events may be initiated in the events coordinator's office. Solicitation at athletic events must have prior approval of the Athletics director. Solicitation is limited to three days in a 30-day period (and not more than twice a semester). The University and the Foundation do not recognize fund-raising efforts using games of chance, such as raffles, door prizes, half-pots, or bingo's as methods for raising charitable funds. Neither the University nor the Foundation is a qualified organization licensed by the Indiana Department of Revenue, Charity Gaming Division, to conduct such activities. Student groups and University support groups are encouraged to solicit funds in other ways. For information, contact the director of Development. Authorization to sell on campus does not constitute an endorsement by the University of either the product sold or the service rendered.

Soliciting groups are expected to adhere to the following regulations:

The use of sound equipment (tv, stereo, amplifiers, public address system) is restricted; permission to use such must be obtained from the event coordinator.

Groups must display a printed sign no smaller than 18" x 24" signifying the name of the organization hosting the sale or solicitation.

For-profit entities must have a retail sales permit available at the scheduled activity.

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A currently-enrolled student representing the sponsoring group or organization must be present at all times.

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

Failure to comply with the above policy could result in the loss of solicitation privileges and possible referral to the student judicial process.

### 3.06 CAMPUS POSTING POLICIES AND PROCEDURES

Publicity on campus is restricted to University campus groups, organizations, University offices, students, faculty and staff. Space is not available for commercial advertising by off-campus firms or organizations unless a request is received in writing and permission is granted in writing by the dean of students. Publicity by individuals is limited to those activities open to the student body and for those events that bear some direct relationship to the educational purpose of the University and/or that provide an exceptional or beneficial service to students, faculty and staff not normally available. All publicity must have the name of the sponsoring group or organization and be in English or have an English translation on the same publicity.

#### Bulletin Boards - Designated

The bulletin boards in the following areas are designated for registered student organizations and University departments posting use only:

1. University Center: Eagles Nest, UC Involvement Center, lower level of the UC across from the *Shield* office, Student Development office lobby, and Rice Plaza entrance lobby
2. Forum/Wright Administration Building: Forum basement hallways and first floor Administration hallway
3. Physical Activity Center: Lobby
4. Rice Library: second floor lounge
5. Technology Center: north entrance
6. Orr Center: east and west entrances
7. Health Professions Center
8. Science Center: second floor hallway
9. Information kiosk: in front of Orr Center

Student organizations and University departments may use these designated areas at any time, or they may bring fourteen (14) copies to the UC information desk to be posted by a member of the dean of students' staff. Use push pins or thumbtacks only. Due to space limitations, poster size is generally limited to 22" x 30" for bulletin boards and the glass case of the information kiosk by the Orr Center.

Posters, flyers, and signs can be posted in bulletin boards that are under the jurisdiction of a school, department or administrative office. A student group or organization must request usage to the appropriate school, department, or administrative official for permission to use a bulletin board.

Easels may be obtained from the Scheduling Office, UC 213. Easels may be set up in the following areas: UC lobby, Orr Center lobby, Forum first floor hallway, and Administration lobby.

#### Open Posting Areas

There are several posting areas throughout campus that are designated as open posting areas. These posting areas include bulletin boards and information kiosks and are labeled "Open Posting Area." Anyone may post information on these areas. Please use pushpins or thumbtacks to secure all posters or flyers. Posters are not to exceed 22" x 30".

#### Banners

Banner space on the University Center is to be reserved with the Scheduling Office, UC 213 and is available on a first-come, first-served basis. All banners should meet the following guidelines: no larger than a twin-sized sheet; and utilization of approved weights. The Office of Student Development Programs provides stencils, paint, brushes, and weights to assist the organization with the creation and display of the banner.

#### Distribution of Petitions, Handbills and Literature

Students may distribute literature on campus if the group complies with the guidelines of the Posting Policy in addition to the following:

1. literature identifies the name of the student or organization;
2. literature is not distributed by hawking, shouting or accosting individuals;
3. literature may be distributed on University grounds and distribution may not reasonably obstruct pedestrian or vehicular traffic;
4. literature cannot be posted on light poles, sidewalks, building doorways, trash cans or cars.

#### Chalking

Chalking is allowed on outdoor concrete sidewalk areas that are exposed to the weather and can be easily washed away by rain. Use only brands of chalk identified as "sidewalk chalk" on the label.

#### Staked Signs

Staked signs, maximum size of 18" x 24" are allowed in lawn areas, along the sidewalks or roadways, as long as they do not block or overhang onto a walkway, driveway, or street.

#### Table Tents

Table tents can be placed in any of the University dining or lounge areas. To place table tents in the University Center dining room (The Loft), The Eagles Nest, or the Sub Connection, permission must be granted by the director of Food Services. For table tents to be placed in the UC lounges, permission must be given by the UC manager. To place table tents in the Rice Library lounge areas, permission must be obtained from the director of Library Services.

#### Violation of Sign-Posting Policy

All improperly-posted signs are subject to removal. Violations of the sign-posting policy are subject to review. If violations are found to have occurred, disciplinary action may be taken.

## 4.0 JUDICIAL PROCEDURE

Procedure for adjudication of violations of code of student conduct.

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#### 4.01 THE STATE OF INDIANA HAS CHARGED UNIVERSITY OF SOUTHERN INDIANA WITH THE RESPONSIBILITY FOR PROVIDING AN ORDERLY CAMPUS ENVIRONMENT CONDUCTIVE TO LEARNING IN WHICH PERSONS AND PROPERTY ARE PROTECTED FROM HARM

As a state institution, the University has further responsibility for upholding the laws of the State. A priority is inherent among these responsibilities:

1. protect persons and property
2. uphold state law
3. provide an orderly environment conducive to learning
4. encourage the personal growth of students

The Board of Trustees of the University has adopted University policies and procedures in exercise of the preceding responsibilities. The University administration is responsible for providing the process for dealing with violations of the policies.

An appropriate formal charge may be brought against a student by any member of the University community. In all cases, the complaint shall first be filed with the dean of students office. If the charge or complaint is ruled not to fall within the jurisdiction of the University Court by appropriate administrative officials, the complaint will be adjudicated by the administrative hearing system. If the charge or complaint falls within the jurisdiction of the court, the appropriate University official will communicate the official charges to the student or parties involved, who may then choose between the University Court system, if the Court is functioning, or the administrative hearing system for adjudication. If the University Court is not functioning at the time a charge is officially made, the case will be heard by the administrative hearing system. In all cases the parties involved will be encouraged to resolve their complaints before being forwarded for formal adjudication.

The process which has been developed for handling conduct situations contains two components: conduct discussion and conduct adjudication.

##### A. Conduct Discussion

Conduct discussion is a process which may be utilized by an administrator when complaints are received for an alleged violation. The accused student is informed of the complaint by an administrator and is given the opportunity to discuss the alleged violation. The student may admit to the violation, may deny involvement, or may request to have the complaint transferred to the Conduct Adjudication process. Should the student admit to the violation and the disciplinary action will not result in a change of student status, a record of the incident is maintained in the administrator's file for one (1) calendar year, except in the case of drug and alcohol violation where the record is maintained for three academic years following the year of violation. The student will be required to sign a disciplinary agreement, signifying willingness to modify the behavior. If, during that year, the student becomes involved in another incident and is found in violation, the disciplinary agreement will be utilized in determining the appropriate action.

Should the student admit or deny involvement and, through the discussion process the administrator finds the student is innocent or

there is no basis for the complaint, the complaint is destroyed and no record of the discussion is kept.

Should the student deny involvement and the administrator does not agree, the student may request that the complaint be transferred to the conduct adjudication process.

##### B. Conduct Adjudication

Conduct adjudication is a process which is used for all alleged violations which may result in a change of student status. The process contains three fundamental steps:

1. presentation of the charges
2. hearing
3. decision and action by an administrator

An appeal opportunity is available to the student upon receipt of the decision.

#### 4.02 DESCRIPTION OF RIGHTS IN DISCIPLINARY SITUATIONS

Students have been accorded rights in disciplinary situations by the Board of Trustees in keeping with procedural due process guidelines. Basically students have the right:

1. to examine all written information pertaining to the alleged violation
2. to a fair hearing
3. to know whether statements made in disciplinary situations can be used in student court, administrative procedures, or civil courts
4. to the choice of hearing body, when the University Court is in session
5. to bring an advisor from the University community to a hearing
6. to appeal decision of the hearing body

#### 4.03 CONDUCT ADJUDICATION PROCESS

##### A. Presentation of charges

A student who is accused of an alleged violation of a University policy will meet with an administrator. The purpose of the meeting is to apprise the student of all written information which constitutes the complaint and charges. The student receives a thorough explanation of the conduct adjudication process, which includes a review of rights in disciplinary situations, a comparison of hearing bodies, the right to waive the hearing, a detailed explanation of possible actions, and a description of the preservation of and release of information from the conduct records. The student is given 48 hours to make a choice of hearing body and plea.

##### B. Hearing

All hearings provide the opportunity for the accused student to respond to the charges, to present witnesses, and to raise questions. The complainant must provide, by a preponderance of evidence, that the alleged offender committed the act in question. Hearings provide the opportunity for the complainant to amplify the allegation, to present witnesses, and to raise questions. The hearing officer or University Court justices will, through questioning, seek to arrive

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at the truth. Should a student fail to appear at a scheduled hearing, after proper written notification, the hearing will be conducted in his/her absence.

#### C. Notification of Decision

##### University Court System

1. The student will receive the court's verdicts in writing.
2. The student will be informed that the verdicts of the court are recommendations to an administrator and must be concurred by that administrator before actions can be formulated.
3. The student will be informed that an administrator will give the student the decision about what action is being taken in the case. See Administrative Hearing System 1, 2, 3, 4, and 5.

#### D. Administrative Hearing System

1. The student will be informed in writing of the verdict.
2. The student will be informed of any restriction placed on him/her.
3. The student will be made aware of the individuals notified of this action.
4. The student will again be informed of his/her right to file for appeal.
5. If necessary, the procedure for removal from a probationary status will be explained.

#### 4.04 TYPES OF DISCIPLINARY ACTIONS

The actions which may be taken when a student is charged with a violation of University regulations or public laws range from charges dropped, up to and including expulsion from the University. The action taken depends upon the severity of the violation, the degree of involvement of the student, the individual circumstances of each case, the student's conduct record, and the student's academic progress.

A. Charges dropped - All written material pertaining to the individual is destroyed.

B. Conduct warning - A written warning is given, followed by a thorough discussion of University policies. The warning may carry other restrictions and stipulations. Record is kept for one (1) calendar year. If student is not involved in any conduct situation during the calendar year following the warning, the record is then destroyed.

C. Conduct probation - This action is a formal probationary status. The probation may carry additional stipulations. Record is maintained for two (2) calendar years from the date of the determination of the student's disciplinary status and then destroyed.

D. Strict conduct probation - This action is a formal probationary status, very near suspension, during which the student is removed from good standing at the University. The probation may carry other restrictions and stipulations. Record is maintained for three (3) calendar years from the date of the determination of the student's disciplinary status and then destroyed.

E. Suspension - This action indicates that a student is excluded from the University for one (1) or more semesters, depending upon the severity of the disciplinary situation. Record is maintained permanently.

F. Interim Suspension - This action may be used to temporarily remove and exclude a student from the University community, when the student's action or threat of action indicates serious threat to the welfare and safety of persons or property. No hearing is necessary before the action is taken, but a regular hearing will be held within five (5) school days of the effective date. If the suspension stands, the record is kept permanently.

G. Expulsion - Permanent termination of student status.

H. Alcohol- or drug-related violation records will be maintained for three years following the academic year of violation.

#### 4.05 APPEALS

A. A decision of the University Court System or an administrative hearing officer may be appealed by the defendant to the Campus Appeals Commission, provided that:

1. The request for appeal is received by the dean of students within 48 hours of the decision-giving interview or letter;
2. There is a question concerning the constitutionality of the rule, regulation, or student law allegedly violated;
3. The failure of due process is claimed;
4. Significant new evidence is to be introduced;
5. The appropriateness of recommended action is questioned;
6. The Campus Appeals Commission has not previously heard another appeal of the same case.

B. The Campus Appeals Commission, consisting of an administrator, faculty member, and a student with one alternate appointed for each position, is a standing committee appointed by the president of the University.

#### 4.06 VIOLATIONS OF REGULATIONS BY A STUDENT ORGANIZATION

As in the case of a violation of a conduct regulation by an individual, a complaint may be filed accusing a student organization of a violation. Upon receipt of such complaint, a charge will be given to the president or highest ranking officer in the organization, and administrative or University Court hearing will be conducted, and a decision will be given and disciplinary action taken. All proceedings will parallel those provided by Section 4.01 through 4.05 of this part for the due process disposition of complaints lodged against individuals.

The filing of charges against and taking disciplinary action with a student organization does not preclude the filing and taking of disciplinary action with individuals involved in the same violation(s).

#### 4.07 TYPES OF DISCIPLINARY ACTION WHICH MAY BE TAKEN WITH A STUDENT ORGANIZATION

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#### A.Charges Dropped

1. The charge may be dropped if there is insufficient evidence to support the charge.
2. The charge will be dropped if there is evidence presented during the hearing that shows the organization is not guilty of the charge.

#### B.Conduct Warning

1. The action is a verbal warning about conduct which has been judged to be not in keeping with the expectations of the University.
2. Record is kept for a calendar year only. If the organization is not involved in any other conduct situation during the calendar year, the record will be destroyed.
3. A thorough explanation of University policies is given.
4. The student officers and faculty advisor of the organization are instructed that further need for discussion in these areas, (point 3) could be cause for additional disciplinary action.
5. Charges for any damage or costs incurred as a result of a violation may also be assessed.

#### C.Probation

1. This action is a formal probationary status during which the organization will have certain restrictions placed on it for a period of time.
2. Restrictions and provisions of the probation are individualized to the particular needs of the organization; these may include restrictions on social events, on use of University facilities, or on participation in campus-wide events.
3. Charges for any damages or costs incurred as a result of a violation may also be assessed.
4. Any further violation of University regulations or probation restriction while on probation means that an organization subjects itself to further disciplinary action.
5. University officials with responsibility for adherence to restrictions placed on the organization will be notified, as well as the persons responsible for registration of student organizations. Additionally, national offices of affiliated student organizations will be notified.

#### D.Review of Registered Student Organizations

1. This action indicates that an organization's standing as a registered student organization of the University is in jeopardy and a formal review of the registration of the organization is being requested of the body with jurisdiction.
2. Action from such a review may ultimately result in revocation of registration of a student organization.
3. For those organizations with national affiliations, a request for formal review also will be made to the national president.

Accepted 1979. Amended, 1982, 1983, 1985, 1987, 1990, 1991, 1992, 1994, 1995, 1996, 1998, 2000.

Amendments to the University Code of Conduct will be printed in *The Shield*, the student newspaper, each fall semester.

The Academic Affairs Student Grievance Procedure is taken from the Faculty Handbook and is provided here for information purposes.

It is the goal of the Student Academic Grievance Policy and Procedure to provide a simple and expeditious process, allowing both informal and formal resolution of conflicts. Resolutions may include student reinstatement or other corrective action for the benefit of the student, but may not award monetary compensation or take disciplinary action against any employee of the University.

Departmental or school procedures, where they exist, must be followed before the University grievance procedure can be initiated; where such procedures exist, the informal procedures as outlined below may be precluded.

#### A.General Conditions

##### 1. Violation of Policy

This policy addresses academic grievances only. Academic grievances are complaints brought by students regarding the University's provision of education and academic services affecting their role as students. Academic grievances must be based on a claimed violation of a University rule, policy, or established practice. This policy does not limit the University's right to change rules, policies, or practices.

##### 2. Not Applicable

This policy does not apply to conflicts connected with student employment or actions taken under the Board of Trustees policy on student conduct. Complaints concerning judgments of academic performance are not grievances under this policy. Any complaint alleging discrimination in the University/student relationship, including sexual harassment, may be filed with the Office of Affirmative Action.

##### 3. Qualified Students

Student must have been enrolled at the time of the alleged incident or action that resulted in the grievance in order to file an academic grievance under this policy. Grievances must be filed in a timely manner, as outlined in Section E.

#### B.Informal Resolution

##### 1. The First Step

The first step of any resolution should be at the lowest unit level between the student and the faculty member involved or the appropriate administrator. If no informal resolution results at this level, informal resolution may be sought at the departmental level. If the issue cannot be resolved informally, then the complaint may move to the formal level.

##### 2. Judgments on Academic Performance

Grievances involving an instructor's judgment in assigning a grade based on academic performance must be resolved through the informal resolution procedure.

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## C. Formal Resolution

### 1. Student Academic Grievance Committee

The student Academic Grievance Committee, a composite pool of ten members (five faculty and five students), will be elected in the spring to two-year terms, with graduate and undergraduate members being elected for staggered terms. The five faculty members will include at least two members of the graduate faculty and three members of the undergraduate faculty. The student members will include three undergraduate students and two graduate students.

#### a. Committee Selection

The Student Government Association will elect two undergraduate student members and one undergraduate faculty member. The Faculty Senate will elect one undergraduate student and two undergraduate faculty members. The Graduate Council will elect two graduate faculty members. The Graduate Student Advisory Committee will select two graduate students.

Members of the undergraduate faculty and undergraduate students will be elected in odd-numbered years to two-year terms; members of the graduate faculty and graduate student members will be elected in even-numbered years to two-year terms. Initially, members of the undergraduate faculty and undergraduate students will be elected to a one-year term, while members of the graduate faculty and graduate students will be elected to a two-year term.

In the event of a resignation, the replacement will be selected by the same representative body as the person resigning.

#### b. Length of Term

Terms will be for two years, beginning in the fall and ending at the conclusion of the summer III term following the second year of service.

#### c. Eligibility to Serve in the Composite Pool

Faculty must be tenured to be eligible to serve. Undergraduate student members shall have earned at least 45 semester hours at the University, have a cumulative GPA of 2.0 and be in good standing.

Graduate students must be admitted to a graduate program, be enrolled in graduate program classes during the spring term of the pool selection, have earned at least six graduate hours, have a cumulative 3.0 GPA at the graduate level and be in good standing.

Faculty members must have been at the University full time for at least three years.

#### d. Meeting Time

The pool shall be convened at the beginning of each fall semester by the vice president for Academic Affairs or his designated representative. At that meeting, members of the pool shall choose the chair and vice-chair and participate in orientation and training.

Only faculty members are eligible to serve as chair and vice-chair. Once chosen, the chair serves in that position for

twelve months. The chair serves in a non-voting position, except in case of a tie, with full discussion rights. For each grievance, the chair has the responsibility for selecting hearing panel members and administering the work of the hearing panel.

### 2. Filing a Complaint

A complaint must be submitted in writing to the dean of the school in which the alleged incident occurred. The complaint should identify the student grievant; the respondent faculty member or administrator; any other person involved; the incident, the rule, policy or established practice claimed to have been violated, and a brief statement of the remedy sought.

### 3. Preliminary Resolution Procedure

The dean of the school in which the alleged incident occurred will meet with the student and the faculty or administrator involved to determine whether satisfactory resolution can be reached. If this cannot be achieved, the dean shall obtain a written answer from the responding faculty member or administrator and refer the matter to a hearing before a panel of the Student Academic Grievance Committee.

### 4. Hearing Panel

Hearing panels will be chaired by a faculty member and will be composed as follows: three faculty members (one of whom is the chair) and two student members. If the grievance concerns an undergraduate student, the hearing panel will include at least one undergraduate student. The faculty will include at least two undergraduate faculty.

If the grievance concerns a graduate student, the hearing panel will include at least one graduate student and two graduate faculty.

If the chair of the grievance committee is unable to select a hearing panel member from members of the pool, an alternate member will be appointed to serve on that hearing panel by the chair of the appropriate selection body (Faculty Senate, Graduate Student Advisory Committee or the Student Government Association.)

### 5. Hearing Panel Responsibilities

The hearing panel will review the evidence and hold hearings as necessary. The hearing will be an informal non-adversarial, fact-finding meeting concerning the allegations. Both the student and the faculty or administrator may be present throughout the fact-finding meeting and may present any relevant evidence. The meeting will not be open to the public.

Deference shall be given to the determination of the lower body; the hearing panel will base its recommendation solely on whether a rule, policy, or established practice was violated. The panel will prepare a written report recommending a resolution to the matter and will send the report to the parties and to the vice president for Academic Affairs for review and action. If the vice president for Academic Affairs does not accept the recommendation, the vice president for Academic Affairs will provide a written explanation of any non-concurrence to the parties involved.

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#### D. Deliberation

The hearing panel shall deliberate privately at the close of the fact-finding meeting. If a majority of the panel finds the allegations are supported by "a preponderance of the evidence," the panel shall take any action which it feels would bring about substantial justice. The committee is not authorized to award a letter grade or to reprimand or otherwise take disciplinary action against any faculty member.

The vice president for Academic Affairs shall be responsible for implementing the final decision.

#### E. Timeliness

All complaints must be filed within 45 class days after the incident being grieved occurred. "Class days" are defined as days when the University is open for classes or examinations. A response to the complaint must be filed within fifteen class days thereafter. These time lines may be adjusted if there are compelling reasons for delay offered by any of the parties. However, the grievance must still be initiated within the stated time frame of 45 class days after the alleged incident in order for the grievance to warrant review.

#### F. Complaints Filed with ICHE

The Indiana Commission for Higher Education, as the federally-designated agency under the State Post-secondary Review Program, records formed complaints registered against institutions. The Commission, for the purposes of this program, only records such complaints when they have been reviewed fully under existing institutional complaint procedures without a satisfactory conclusion. The student should contact:

Indiana Commission for Higher Education  
101 West Ohio Street - Suite 550  
Indianapolis, IN 46204  
Tel: 317/464-4400  
FAX: 317/464-4410

#### Removal of a Student From Class

This information is taken from the Faculty Handbook and is provided here for information purposes.

Students are expected to conduct themselves in compliance with the Student Code of Conduct. If a faculty member finds it necessary to remove a student from a class or program, the following procedures will be followed:

##### A. For Class Period

1. A faculty member may dismiss a student from class without prior notification. A review of the circumstance for such action with the student should follow.
2. A student may appeal through the academic grievance procedure.

##### B. For Current Semester

1. A faculty member may recommend to the dean, in writing, that a student be removed from a class for the remainder of the current semester.

2. If the dean agrees, the chair will notify in writing within three class days the vice president for Academic Affairs, the Counseling Center, the Student Financial Assistance Office, the Office of the Registrar, the student, and the student's advisor. The dean may attempt to mediate the condition between the student and the faculty member during that three class day period. The dean should file a report with the vice president for Academic Affairs noting his involvement up to this point, continuing questions, and recommendations, if any. Notification to the student shall include the class removed from, the reason for removal, the effective date, and an opportunity to appeal through the academic grievance procedure.

3. The student may appeal through the academic grievance procedure within five class days of notification.

#### C. Change of Status Within the School

1. The faculty member may make a recommendation to the dean in writing that a student be removed from an academic program.
2. If the dean agrees, the dean will notify in writing the vice president for Academic Affairs, the Counseling Center, the Student Financial Assistance Office, the Office of the Registrar, the student, and the student's advisor. The dean may attempt to mediate conditions between the student and the faculty.
3. The student may appeal through the academic grievance procedure within five class days of notification.

#### D. Change of Status University-wide

1. The faculty member may make a recommendation to the dean, in writing, that university-wide sanctions be imposed on a student.
2. If the dean agrees, the dean will notify, in writing, the vice president for Academic Affairs.
3. The dean will press charges following the procedures in the Student Code of Conduct.

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