

UNIVERSITY OF SOUTHERN INDIANA

2003-2005 BULLETIN

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

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

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EVANSVILLE, INDIANA 47712

812/464-8600

www.usi.edu

Where to Write:

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

University of Southern Indiana
Office of Admission

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The University of Southern Indiana, established in 1965, is a comprehensive public university with a Board

student housing from a nonprofit foundation to the University of Southern Indiana in February 1994. The addition of housing facilities enables students to take full advantage of the educational, cultural, and recreational benefits that a residential campus offers.

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

A major emphasis of the University of Southern Indiana is the delivery of credit programs. The primary curricular offerings include liberal arts, pre-professional, professional, technical, and occupational programs at the associate, baccalaureate, 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

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

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 Provost and 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

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,

Transfer Students

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

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

Transfer Credit Policy

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

1. Only courses with grades of C or better will transfer (minus grades from other colleges and universities will be upgraded to the standard letter grade (ex. B- to B). Grade point averages **do not** transfer.
2. Orientation courses will not be accepted as transfer credit, nor will coursework from academic departments which have no counterpart in the USI curriculum.
3. Noncredit courses earned at previous colleges or universities will not transfer.
4. Even though credit hours are transferable, the transferred hours may not necessarily apply toward a particular degree program. The applicability of credits toward a particular degree, as well as the University Core Curriculum, can be determined in counsel with the appropriate departmental advisor.
5. A maximum of 64 credit hours may be transferred from regionally accredited community and/or junior colleges.

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

University. Also, all hours attempted at previous universities will be summed with courses taken at this University in computing graduation honors.

Credit for Associate and Occupational Degree Programs

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

Special Student

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

Notice of Admission

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

Step-by-Step Admission Procedure

The student desiring admission should proceed as follows:

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

NOTE

Admission of International Students

The University welcomes students from other countries and cultures who bring to the campus direct contact with the

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

Credit by Examination

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

Candidates for credit by examination need to contact the department of the specific exam subject.

Advanced Placement Program (AP)

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

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

Biology	English
Calculus	History
Chemistry	Psychology
Economics	

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. General Exams (90 minutes each) measure achievement in five basic areas of general education: English composition, humanities, mathematics, natural sciences,

become connected with other students, faculty, and staff at the institution. Additional orientation opportunities exist through the First Year Initiatives Program, which is designed to help freshmen achieve success in college and provide further transition assistance. Newly admitted students will receive a mailing from the Office of Student Development Programs several months prior to their first semester, outlining dates and instructions for participation in new student orientation. Students attending new student orientation will receive a packet of materials to assist them, including their copy of the USI bulletin.

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 USI Financial Aid Data Form and any additional financial documents requested by the University must be submitted to the Student Financial Assistance Office by May 1. 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 school guidance counselor offices and in the USI Student Financial Assistance Office. Write or call for more information.

Student Financial Assistance Office
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3597
812/464-1767
800/467-1965

E-mail: finaid@usi.edu
Web site: 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 General Education Development (GED) certificate to the USI Admission Office.

Transfer Students

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

Name, Social Security Number, and Date of Birth

Financial aid applicants must use the same name, Social Security number, and date of birth in all official government records. Name changes must be on file with the Social Security Administration before financial aid applications can be processed. Applicants must use their full legal name, correct Social Security number, and date of birth on the FAFSA and the University's Financial Aid Data Form. Note that other agencies such as Selective Service and Immigration will be checked to see if the student is in compliance with all federal regulations. Proof of draft registration compliance with Selective Service may be required for male students who have reached age 18. The 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 the Social Security number serve as the USI student's ID 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

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

Financial Responsibility

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, 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 USI) that is eligible to participate in one or more federal aid programs;
- be enrolled at least half-time (except for Federal Work Study and Federal Supplemental Grants);
- 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 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.

days of the second disbursement. For a full year loan, repayment will begin in early February. USI PLUS Loan Request Forms are available from the USI 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) through the end of the tuition-refund period, earning credits toward the first undergraduate degree.

State of Indiana Financial Aid Programs

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

Higher Education Award. 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 USI. The preferred 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. Note: The FAFSA also can be filed online using FAFSA on the Web. Whether mailed or filed online, the FAFSA must be received by the processor on or before March 10 each year.

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 USI 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.

University Scholarships, Grants, and Employment

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

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

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

- Certain minimum cumulative grade point average requirements also apply.

For students receiving annual awards

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.

Baccalaureate/Doctor of Medicine Scholarship. For selected Indiana scholars, the University provides full in-state tuition (total of contingent fee, academic facilities

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 also are 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 USI 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 veterans. The veteran must have received an honorable discharge and must be considered to be an Indiana resident by the Indiana Department of Veterans Affairs. Waivers of tuition and instructional fees are available for a total of four years of study (124 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 Veterans Affairs in Indianapolis. Student applicants must provide a copy of their birth certificate if the veteran's surname is different from their 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 your 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. USI 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 your 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 USI 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 USI course for total instructional fees of \$25 plus applicable incidental fees. Incidental fees may include lab fees, refundable breakage deposits, distance education material charges, and parking fees. Course enrollment must be completed during late registration on a space-available basis.

Spouses of full-time students are eligible if the full-time student has a 2.0 minimum cumulative USI grade point average. When the One-Course Plan is used in the fall or spring, the full-time student must be enrolled in 12 or more 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 pre-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.

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.

USI Foundation Scholarships

Students who apply for admission to USI by March 1 of their senior year of high school and complete the FAFSA by March 1 are automatically considered for one of nearly 40 merit-based USI Foundation Scholarships awarded each year. Awards range from \$400 to \$1,600 per academic year. Scholarship recipients are notified in mid-April.

It is recommended that students attach a list of extracurricular activities and community service to their USI admission application. These scholarships, except as noted, are renewable based upon continued enrollment and maintenance of specific grade point minimums.

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.

Charles H. and Margaret A. Braun Scholarship. No residency requirement; must be entering freshman with a minimum high school cumulative grade point average of 3.0 on a 4.0 scale; high school class rank in top 50 percent; SAT minimum of 1000 or ACT minimum of 22; preference is given to children of Industrial Contractors and affiliates' employees; secondary preference is given

Doris and Al Grabhorn Scholarship. Indiana residency required; must be entering freshman; first preference to graduates of Bosse High School; second preference to graduates of any Vanderburgh County and Warrick County high schools; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; high school class rank in top 10 percent; SAT minimum of 1100 or ACT minimum of 24; value \$500 per year.

Paul Grimes Memorial Scholarship. Indiana residency is required; a major in engineering 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 \$500 per academic year.

Elmo Holder Memorial Scholarship. Indiana residency 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 \$500 per academic year.

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 \$500 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 FAFSA by March 1 each year; 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 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 \$600 per academic year.

Sharon D. Working Memorial Scholarship. Indiana residency requirement; must be junior or senior; commendable USI cumulative grade point average; required major is business; must demonstrate financial need by filing the FAFSA; value \$500 per year.

USI Alumni Association Scholarships. The 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.

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 student's 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 USI. Courses that are audited and credits that are earned through CLEP testing do not count toward student's 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 USI.**

Academic Progress. Academic progress for financial assistance is based on two measures: cumulative grade point average and completion rate. With some exceptions, completion rate is measured on both 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. The cumulative GPA is calculated on the basis of all credits attempted at USI in which a letter grade of A through F is earned. These are called "quality hours attempted." To determine academic good standing, transfer credits accepted by USI are added to quality hours attempted.

Quality Attempted Hours (plus transfer hours)	1	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 above standards will be placed on probation. Failure to meet the cumulative GPA standard by the end of the probationary term will result in academic dismissal. Students who are dismissed are ineligible for financial assistance until they make up the cumulative GPA deficit or successfully appeal to the Student Financial Assistance Committee

for a waiver of this policy. (See Financial Assistance Appeals information in this section of the bulletin.)

Transfer Credit. Credit accepted by USI 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 USI do not all apply to students' programs. The cumulative GPA will be determined by the Registrar using only credit hours attempted at USI. Therefore, cumulative GPA deficits can only be made up by taking USI course work. Transfer course work accepted into a student's USI program 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 semester (fall or spring). Incompletes should not be requested for the purpose of permitting a student to repeat a course. Incompletes which remain on student's transcripts beyond one semester will be considered failing grades for financial aid purposes. Exceptions will be made when the instructor requests an extension and certifies that the student is not repeating the course in its entirety. Courses in which a grade of D, F, or NP was earned may be repeated once for financial aid purposes. Course repeats in which the original grade was C or higher (or P) will not be counted in the student's enrollment status for financial aid. Such repeats will not be used in determining completion rate for financial aid and aid received for such classes will be repaid in full. Note that for courses that are repeated, the Registrar's Office can confirm 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 student did not receive financial assistance in a particular term. At the end of the spring term 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 term. 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 the above 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; Occupational Therapy Assistant - 111; 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 178 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 this 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 this 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 course that are not considered electives or general education (University Core Curriculum). Determination of eligibility will be made by the dean of the school.

Students enrolling in the Fresh Start Program have been academically dismissed from the University and are therefore not eligible for financial assistance while participating in the program. After successfully completing the Fresh Start Program, students may appeal to have their aid eligibility reinstated.

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.

If student's failure to maintain reasonable academic progress is a result of illness, family circumstances, or other conditions beyond student's control, 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
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712

Students will receive a written response to their appeal within 45 days. Appeals submitted less than 30 days 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 (Cashier's 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 who 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 USI includes the following programs: unsubsidized FFEL Stafford loans, subsidized FFEL Stafford 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 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 University for other purposes.

Refunds and the Return of Federal Funds.

- Refunds for tuition, fees, room, and meal plans are based on the following scale: 90 percent in week one; 80 percent in week two; 70 percent in week three; and 60 percent in week four. There are no refunds of tuition and fees to students or to non-federal entities after the fourth week of fall and spring or the eighth day of each summer session.
- Refunds of tuition, campus service fees, parking fees, and special fees will be on a **weekly** basis through the fourth week of the semester in the fall and spring and through the eighth day of any 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 charges will be on a **weekly** basis through the fourth week of the fall and spring semester or the eighth day of any summer session. There are no refunds of room and board charges to students or to non-federal entities after that point in time. Note: Residence Life may assess penalties and damage charges that could reduce the amount of the refund (see “Contract Cancellation Fee” section in the Housing and Food Service contract).
- Refunds of Red, White, and Blue Meal Plans will be on a **weekly** basis through the fourth week of the fall and spring semester or the eighth day of any summer session. There are no refunds of these meal plan

charges to students or to non-federal entities after that point in time. Notes: Food Service may assess penalty charges that could reduce the amount of the refund (see “Meal Plan Cancellation Fee” section in the Housing and Food Service Contract). Declining balance food plans, such as the Titanium, Platinum, and Gold Meal Plans, are nonrefundable unless the refund is requested within four weeks of purchase. “Munch Money” also is nonrefundable.

- 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 enrollment period as a 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. Note: If the bill is not paid in full at the time of withdrawal, fees may still be owed to USI after all refunds are applied.
- There are no refunds for incomplete independent study or distance education courses.
- 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, 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 fall and spring semesters or eighth day of any 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 a student believes that individual circumstances warrant that charges or refund should be determined in a manner other than the published policy, the student may contact the Bursar's Office, located in the

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

During 2002-2003, Indiana residents who are undergraduate students pay a combined contingent, student services, and academic facilities fee of \$113 per semester

Special Fees

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

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

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.

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

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

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

Health Services Fee. The USI Student Health Center provides students with services typically offered in a primary-care setting. The enrollment fee of \$40 per semester covers office visits and certain basic services.

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

Late Registration Fee. A fee of \$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 Fine. The Office of Safety and Security may assess fines for parking and traffic violations in accordance with University of Southern Indiana traffic regulations.

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

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

Student Activity Fee. All students will be assessed a \$15 per semester student activity fee. This fee is used to support the University Fitness Center, Intramural Recreational Services, and various student programs.

Transportation and Parking Fee. All students who attend classes on campus will be assessed a transportation and parking fee. Students who register for three or fewer hours per semester will be charged \$15. Students who register for more than three and fewer than eight credit hours per semester will be charged \$20. Students who register for eight or more credit hours per semester will be charged \$25. The fee per summer session will be \$10.

Technology Fee. All students will be assessed a \$5 per credit hour technology fee. This fee will be used to enhance technology access on campus.

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

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

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

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.

General Student Policies

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

Classification

A student is usually identified as a freshman, sophomore, junior, or senior. Such a classification is applicable to the four years of full-time college attendance. However, an increase in hours earned during one or more semesters or enrollment in summer sessions may result in an accelerated program; conversely, a smaller than normal class load may result in a prolonged program. Thus, it is more accurate to designate class standing in accordance with 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 should 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 Schedule Changes and/or Withdrawal from the Semester/Term sections). A W also is given if the student is passing at the time of a drop/withdrawal after the automatic W period has ended. A W means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

Grade Point Average (GPA)

The grade point average is a numerical value which is obtained by dividing the number of quality grade points earned by the number of quality hours attempted. This average, 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)

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

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 view an unofficial transcript

Students may view their unofficial transcript online via Campus Pipeline.

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

How to request an official transcript

Students may request an official academic transcript by:

- 1) visiting www.usi.edu/reg - requires electronic signature (the student's USI 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(s) while attending USI (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 USI transcripts. Transcripts from other universities or high schools attended must be requested directly from those institutions.

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

Enrollment Certification

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

How to Request an Enrollment Certification

Students request a certification by:

- 1) visiting www.usi.edu/reg (requires electronic signature - USI 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 name(s) while attending USI (if different than current name), Social Security number, address to send Enrollment

Eligibility

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

Provisional Readmission. A student academically dismissed may apply for provisional readmission for one semester, according to terms of a provisional readmission contract agreed upon by the student and the readmitting 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

Schedule Changes

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

Schedule Changes-Academic Year

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 also may add or drop courses online via Campus Pipeline. Refer to the Schedule of Classes for processing information.
- b.) A student who completes the early registration and fee payment process will have an additional opportunity to make schedule changes. Refer to the Schedule of Classes for available dates. Only the student's signature is required.

2. During the first week of the term (90 percent credit*):

- a.) A student may add or drop *full term* courses online via Campus Pipeline. 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*):

Online schedule changes via Campus Pipeline 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 tenth week of the term 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 the Cashier's Office.

Schedule Changes-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 online via Campus Pipeline. Refer to the Schedule of Classes for processing information.

2. During the first two days of the term (90 percent credit*):

- a.) A student may add or drop *full term* courses online via Campus Pipeline. 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*):** Online schedule changes via Campus Pipeline 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

2. Students may take only one course a semester on the pass/no pass option.
3. Students may take a maximum of four courses on the pass/no pass option.
4. No course required for the student's major or minor may be taken pass/no pass, nor may the student take as pass/no pass any prerequisite courses or supportive courses required for 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

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 may include, but are not limited to, the ETS Academic Profile, the Core Curriculum assessment instruments, and the ETS or ACAT Major Field Test. The information obtained from these measures will be one of the means by which the University improves the quality of the USI educational experience for all students, and, where appropriate, may be used in academic advising. Students will be given the opportunity to receive their exam results.

Current Status of Student Right-to-Know Act

The University of Southern Indiana is required by the federal government to make available to current and prospective students reports containing the completion or graduation rate and, separately, the transfer-out rate (for the transfers-out that are known to the institution) for full-time, first-time, degree- or certificate-seeking undergraduates. The first report, containing information for students who entered the institution in the 2002-03 academic year, must be available by January 1, 2009, 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 22, 2008.

Graduation

Undergraduate degrees offered

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

Bachelor of Arts or Associate 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 basic mastery of a language other than one's own. A student must complete 12 hours of col-

lege-level foreign language 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 partially fulfill the foreign language requirements for the Bachelor of Arts degree.

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

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

General Requirements for Graduation. Meeting gradua-

- Incomplete grades should be removed at least six weeks before the term of graduation if the courses are to be counted toward graduation requirements.
- Course requirements for graduation in the student's degree program(s) may be those in effect at the time of matriculation into the program or at graduation, but not a combination of both. NOTE: students who re-enter the University after an absence of one calendar year or more must follow the program requirements in effect at the time of their readmission.
- A student must earn a minimum of 30 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.

Application for Graduation. Candidates for graduation must file with the Office of the Registrar a Formal Application for Graduation and a Diploma Form. If degree requirements will be completed in a spring or summer term, the forms should be submitted no later than the third week of the preceding fall term. If degree requirements will be completed in the fall term, the forms should be submitted no later than the third week of the preceding spring term. The Application for Graduation and Diploma Form may be obtained at the Office of the Dean of the candidate's major.

Honors. An undergraduate, baccalaureate degree-seeking student who completes all University requirements for graduation and meets the requirements for graduation honors, with a cumulative grade point average 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 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 is located in the Registrar's Office and provides assistance to all prospective and enrolled students who are veterans, service members, dependents, survivors of veterans, and other eligible persons. Students applying for benefits may obtain the necessary application forms and program information from this office. A student receiving veteran benefits must have attendance certified with the Veterans Administration for each term of enrollment.

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 also is the University contact office for "Operation: Expanded Horizons," a statewide effort to recruit recently discharged military service members to higher education.

international recruitment and retention and the delivery of information, services, and programs designed to meet the unique needs of international students and scholars. The IPS Office also is responsible for the development and administration of USI study abroad programs in 50 countries. International Programs and Services organizes weekly events for the Global Community Program in Governors Hall and works closely with the International Club and other organizations on campus to provide activities and programs designed to increase international awareness, acceptance, and understanding of peoples and cultures from all corners of the globe.

Intramural Recreational Sports Program

The Intramural Recreational Sports program complements the academic goals of the University by encouraging the physical, emotional, and social growth of students. The staff offers more than 50 programs that include intramurals, special events, and outdoor adventure activities which are suitable for all students regardless of physical capabilities. The Intramural Recreational Sports staff can be reached in room 204 in the Recreation and Fitness Center or by calling 812/464-1904.

The mission of **The Multicultural Center** is to support the recruitment, retention and persistence of African American, Hispanic/Latino, Asian American, and Native American students. The Center accomplishes its mission by developing, implementing, and continuously improving cultural and social programs and services, and by providing diversity education opportunities for the entire campus community.

Recreation and Fitness Center

The USI Recreation and Fitness Center 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 812/461-5268.

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. Contact Religious Life by phone at 812/464-1871 or 812/465-7095, by e-mail at choehn@usi.edu, or visit the Religious Life Web site at www.usi.edu/ministry/index.asp. Religious Life is located at 8115A O'Daniel Lane.

Residence Life

organizations through advising, leadership development, program planning and organizational development.

Student Development is committed to the development of the whole student and provides opportunities for students to develop. This is through the development and coordination of a comprehensive leadership program, the **O'Daniel Leadership Academy**, which includes programs such as **Executive Board Retreat**, **Leadership USI**, **Corporate Leadership Conference**, and **Blazing Trails**.

In addition, this department assists students in making the transition to the University through the development and coordination of a new-student orientation program, including the summer advising and registration program, the fall welcome weekend, and the First Year Initiatives Program. **The First Year Initiatives** program is designed to assist freshmen achieve success in college.

Student Development is located in the lower level of the University Center and can be reached at 812/465-7167 or visit the Web site at www.usi.edu/sdv.

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

Ultimately, a student will develop and refine a personal leadership philosophy which can be a guide long after college. The Leadership Academy challenges and empowers students to become aware of their leadership skills and helps them feel confident in their ability to lead and make changes. For more information about academy programs or to register for programs, visit the Web site at www.usi.edu/leadership.

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

The Inter-Fraternity Council is the governing body of the men's social fraternities. It oversees rush, scholarship, service, and philanthropic activities.

The Inter-Greek Programming Council (IGPC) organizes all Greek and campus-wide programming events, such as Presentation Ball, Greek Week, and educational programs.

The Activities Programming Board (APB), composed of five major committees, is responsible for programming student activities for the campus community. Coffee houses, 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/apb.asp.

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.

Student Health Center

The USI Student Health Center, in cooperation with Deaconess Hospital, serves the USI student population. Health care services are available on a per-visit charge, which can be patient due or billed to insurance. The Office Visit Plan also is available. For an enrollment fee each semester, students are entitled to unlimited office visits. 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 812/465-1250. Students who voluntarily enroll in the Office Visit Plan are automatically re-enrolled and billed each semester they are continuously enrolled at USI.

Students who live in University housing are automatically enrolled in the plan. The enrollment fee is included in 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. Deadline dates for requests to drop the Office Visit Plan can be found online at www.usi.edu/stl/health/ovp.asp.

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

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. The office oversees Archibald Eagle's Food Closet, an emergency food supply for USI students. The food closet is located in the lower level of the University Center and can be accessed by calling 812/464-1862. The Wellness Office is located in the O'Daniel South Apartment Complex (Wright Building Apartment 8117A). The telephone number is 812/464-1807.

WSWI, a non-commercial radio station, is owned and operated by the University. Found at 820 on the AM dial, its format is college rock, as well as news and sports. 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.

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

Falsification or Misuse of Records

Falsification or misuse of records and/or misrepresentation of facts on University forms and documents – application forms, data sheets, ID 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 University of Southern Indiana 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

No canvassing, peddling, soliciting, distributing, or posting of any written or printed material by non-University individuals or organizations is permitted on the grounds or in the buildings 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.

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

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

Sales and solicitations are permitted by officially-registered campus organizations only if they are for the general benefit of the University and/or the community and have received authorization of the president or a designate. Application for approval for sales and solicitations events (including athletic events and events held in residence life areas) may be initiated with the Student Scheduler. Generally, sales and solicitations are limited to three days in a 30-day period and not more than twice a semester. Authorization to sell on campus does not constitute an endorsement by the University of either the product sold or the service rendered. The University of Southern Indiana and the USI Foundation do not recognize fund-raising efforts using games of chance, such as raffles, door prizes, half-pots, or bingos as methods for

Lost or stolen parking decals should be reported immediately to the Safety and Security Department at 812/464-1845. There is a \$10 replacement fee.

The mission of the Honors Program at the University of Southern Indiana is to support the University's continu-

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, USI 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

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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 Public 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 • Public Administration

School of Nursing and Health Professions

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

Pott School of Science and Engineering

- Industrial Management

Post-Baccalaureate Certificate Programs

School of Business

- Computer Information Systems • Professional

Pott School of Science and Engineering

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

Minor Programs

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

- Advertising Communications
- Anthropology
- Classical Studies
- Computer Information Systems
- Computer Science
- Criminal Justice
- Environmental Biology
- Gender Studies
- Geography
- Gerontology
- Health Promotion and Wellness
- Language Arts
- Library Services
- Military Science
- Nutrition
- Physics
- Public Health
- Public Relations
- Reading
- Recreation
- Sonography
- 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

- 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-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.

R. Eugene Klippel, 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, D.B.A., *Chair, Department of Management and Marketing*
Mohammed Khayum, Ph.D., *Chair, Department of Economics and Finance*

The School of Business offers bachelor degree programs in the following business majors: accounting and professional services, business administration, business education, computer information systems, e-business, 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 two Associate of Science degree programs in business and computer information systems and minors in accounting, business administration, computer information systems, finance, and marketing. The business administration minor is restricted to non-business majors. Business and other majors may take minors in applied 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.

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 Office of 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.

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
MATH 215 Survey of Calculus	3

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 the appropriate state.

Major

59 semester hours (28 hours accounting and business plus 31 hours of business core)

Required Courses

ACCT 203	Introductory Accounting Lab.	1
ACCT 303	Intermediate Accounting	3
ACCT 311	Intro. to Federal Income Taxation	3
ACCT 315	Cost Accounting I	3
ACCT 413	Accounting Information Systems	3
ACCT 415	Auditing Theory and Practice	3
	Required	16

Accounting Major Tracks (Choose one 12 hour track)

Finance

FIN 343	International Finance	3
FIN/ECON 361	Financial Institutions	3
FIN 433	Principles of Investments	3
FIN 461	Financial Management	3

Information Systems

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

Managerial Accounting

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

Total hours **28**

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

Business Administration

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

information systems, electronic business, e03 TjT* (iouniuter)Tj9.5(Managing I-dh0,husiW.10room analyticallyw44c.145 essare)I-dh0,sph

Electronic Business (e-business)

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

Entrepreneurship/Small Business

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

Finance/Economics

FIN 361	Financial Institutions
or	
ECON 361	Money and Banking
FIN 433	Principles of Investments
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 355	Supply Chain Management
MNGT 361	Business 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 355	Interactive Marketing
MKTG 447	Retailing Policy and Management
MKTG 448	Marketing Management
MKTG 471	International Marketing
MKTG 475	Seminar in Contemporary Marketing Problems

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
 School of Education and Human Services. The business

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

36 semester hours

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

NOTE: Administrative Systems/Business Education (ASBE) 397, Methods of Teaching Business Education, 3 hours, and ASBE 393, Methods of Teaching Computer Courses, 3 hours, must be completed; these courses are offered every other semester. Students must consult with the coordinator of the Business Education Program in order to determine when they must take these courses.

Business Education Major Concentration Requirements

15 semester hours (plus 28 hours in business core)

CIS 151	Computer Applications in Business
ASBE 291	Desktop Publishing and Web Design
ASBE 393	Methods of Teaching Computer Courses
ASBE 397	Methods of Teaching Business Courses
ASBE 436	Administrative Services Management

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 course work 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, coordinate a cooperative program with students from all office occupational areas, and coordinate an interdisciplinary cooperative 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 Microcomputer-Based Programming	3
CS 388	Advanced Microcomputer-Based Programming	3

Major

55 semester hours (24 hours of major courses and 31

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

Minor-Finance

18 semester hours

Courses required of the finance minor are FIN 305 Business Finance, 3 hrs.; FIN 361 Financial Institutions or ECON 361 Money and Banking, 3 hrs.; and FIN 433 Principles of Investment.

Three additional courses must be chosen from FIN 335 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 355 E-Business Finance; 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, 3 hrs.; 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.; ACCT 303 Intermediate Accounting, 3 hrs.; or ACCT 311 Introduction to Federal Income Tax, 3 hrs.

Minor-Marketing

18 semester hours

Courses required of the marketing minor are ECON 175 Fundamentals of Economics (or ECON 208 or ECON 209), 3 hrs.; MKTG 201 Introduction to Marketing (or MKTG 305), 3 hrs.; and MNGT 201 Survey of Management (or MNGT 305), 3 hrs.

Three additional courses must be chosen from MKTG 313 Services Marketing, 3 hrs.; MKTG 332 Consumer Behavior, 3 hrs.; MKTG 334 Promotional Strategy, 3 hrs.; MKTG 342 Business and Industrial Marketing, 3 hrs.; MKTG 344 Professional Selling and Sales Management, 3 hrs.; MKTG 355 Interactive Marketing, 3 hrs.; MKTG 447 Retailing Policy and Management, 3 hrs.; MKTG 461 Seminar in Integrated Marketing Communications, 3 hrs.; or MKTG 471 International Marketing, 3 hrs.

Minor-Applied Computer Science

18 semester hours

The minor in applied 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 121 Introduction to Computer Systems, 3 hrs.; CS 201 Computer Science I, 3 hrs.; CS 301 Computer Science II 3 hrs.; and CS 379 Programming Languages, 3 hrs.

Elective courses (choose six 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 Database Concepts, 3 hrs.; CIS 476 Introduction to Fourth Generation Languages, 3 hrs.; ENGR 241 Digital Logic, 3 hrs.; and ENGR 347 Microcomputer Engineering, 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.

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 or computer information 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 pro-

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, data processing, finance, management, marketing, and administrative support systems. Course requirements are flexible enough to allow the design of a program of study tailored to fit the needs or job interests of each individual.

Required University Core Curriculum Courses

28 semester hours

English 101, 3 hrs.; English 201, 3 hrs.; Speech 101, 3 hrs.; Ethics or Western Culture electives, 6 hrs.; Arts or History elective, 3 hrs.; Mathematics 111, 4 hrs.; Science elective, 3 hrs.; Psychology 201, 3 hrs.

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 English 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

9 hours must be chosen from the following:

ASBE 123 Word Processing/Advanced Keyboarding, 3 hrs.; ASBE 261 Advanced Microcomputer Applications, 3 hrs.; *MNGT 141 Introduction to Business, 3 hrs.; ECON 265 Business Statistics (or MATH 241); 3 hrs.; CS 111 Introduction to Programming Logic, 3 hrs.; FIN 201 Fundamentals of Finance, 3 hrs. or FIN 305 Business Finance, 3 hrs. **; FIN 208 Personal Finance, 3 hrs.; ECON 241 Global Economic Issues, 3 hrs.; MNGT 201 Survey of Management, 3 hrs. or MNGT 305 Management of Organizational Behavior, 3 hrs. **; MKTG 201 Introduction to Marketing, 3 hrs. or MKTG 305 Principles of Marketing, 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.

** Students must meet the prerequisites for these courses.

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. Computer programming, 3 hr. TjT*

Advanced Areas of Emphasis 9 hours

Group A (Personal Computer Applications)

CIS 261	Advanced Microcomputer Applications	3 hours
CS 388	Advanced Microcomputer-Based Programming	3 hours
CIS 461	End-User Computing	3 hours

Group B (Programming)

CS 276	COBOL Programming I	3 hours
CS 388	Advanced Microcomputer-Based Programming	3 hours
CIS 476	4 th Generation Languages	3 hours

Group C (Management)

CIS 451	Decision Support Systems	3 hours
CIS 454	Managing 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 at least 24 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

203 Financial Accounting Laboratory (1) An introductory study of financial accounting, taught from a preparer perspective using computerized accounting software. Prereq: ACCT 201. F, Sp, Su

303 Intermediate Accounting (3) A study and application of Generally Accepted Accounting Principles (GAAP) for asset valuation, income measurement, and financial statement presentation for business organizations, and the processes through which these principles evolve. Extensive reliance on the case method. Prereq: ACCT 203 and junior standing or consent of the accounting department chair. F, Sp, Su

311 Introduction to Federal Income Taxation (3) An introduction to federal tax theory and practice as applied to business entities. 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 203 and junior standing. F, Sp, Su

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 solutions, 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,

325 Markup Language Programming (3) A study of the code and tags necessary to prepare a file for viewing in a portable and mobile environment such as the Internet. It includes an in-depth study of a markup language such as XML. The markup language will be used to study the framework for creating a portable document or equivalent. Course includes hands-on exercise. Prereq: ASBE/CIS 261. Sp

367 Data Communications (3)

well as personal decision-making. The course stresses the use of the scientific methodology in decision-making and problem-solving. Specific topics include decision theory, linear programming, the transportation problem, the assignment problem, network models, and queuing theory. Excel and other computer software are used throughout the course. Prereq: ECON 265, CIS 151, and MATH 215. 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.

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 its 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 or consent of instructor. 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

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. Prereq: ECON 208 and 209. Sp

331 Public Finance (3)

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.

495 Special Topics in Economics (1-3) This course offers students the opportunity to study selected topics of current interest and importance in economics. These topics will vary according to the interests of students and faculty. Students may repeat the course up to three times, as the topic changes. Prereq: ECON 208 and 209 and consent of instructor. Sp.

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, ECON 265, ECON 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 Payment Systems (3) This course will provide students with an overview of e-business finance and banking topics such as electronic payment technology, digital cash, electronic checks, online credit-card-based systems, electronic fund transfers, payment gateways, electronic purses, negotiable electronic instruments, minipay,

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

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

305 Principles of Marketing (3) A general survey of the entire field of marketing. Attention is given to the management of the marketing efforts of the individual firm. Emphasis is on the role of the marketing environment, understanding markets and customers, and decision-making regarding products, pricing, distribution, and promotion. Prereq: ACCT 201 and 202*, 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 entertainment is highlighted. Prereq: MKTG 201 or MKTG 305. F

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. 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 also will review major sales management functions including organization, allocation, recruitment, selection, training, motivation, compensation, and sales force evaluation and control. Prereq: MKTG 201 or MKTG 305. 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: MKTG 201 or 305. F

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

447 Retailing Policy and Management (3) Policies, practices, and problems of efficiently operated retail stores, including the study of such areas as store location, layout, organizations, merchandise planning and control, pricing, buying, and sales promotion. Prereq: MKTG 201 or MKTG 305. 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: completion of at least nine hours in marketing 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 PRL 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.

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 Teacher Education Department by the deadline for registration or enrollment in education classes numbered 300 and above.

Application Deadline Registration Session

February 15	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) as well as 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.

5d Students who transfer 55 or more hours may be provided admission to the teacher education program after (admission if applica-

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 2002 was 91 percent.

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

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 (nonteaching and teaching) and exercise science;
- the undergraduate minor programs in physical education, fitness, coaching, and health and safety education; and
- the undergraduate endorsement in coaching.

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 176 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, and 484.

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 is also 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, 1 hr.; 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.; 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.; 484-Exercise Testing and Prescription, 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.; BIOL 176-Nutrition, 3 hrs., or NUTR 376-Nutrition, 3 hrs., or NUTR 378-Nutrition for Fitness and Sports, 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 USI students. A student may graduate from USI 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 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 - Coaching

30 semester hours

Required courses: PED 381-Care and Prevention of

Athletic Injuries, 3 hrs.; 383-Kinesiology, 3 hrs.; 391-

three courses from NUTR 376-Principles and Applications in Nutrition, 3 hrs.; 378-Nutrition for Fitness and Sports, 3 hrs.; BIOL 176-Nutrition, 3 hrs.; PSY 298-Human Sexuality, 3 hrs.; HP 315-Gerontology: Healthcare, 3 hrs.; 316-Age Relation Body Changes, 3 hrs.; 355-Human Sexuality: A Health Perspective, 3 hrs.; 365-Alcohol and Drug Abuse: A Health Perspective, 3 hrs.; 385-Disease Control, 3 hrs.; 408-HIV/AIDS: Biological, Medical, Psychosocial, and Legal Perspectives, 3 hrs.; 415-Dietary Supplements and Herbs, 3 hrs., PED 481-Physiology of Exercise, 3 hrs.; SOC 261-Marriage and Family, 3 hrs.; 343-Sociology and Death and Dying, 3 hrs., or GERO 318-Healthy Aging, 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

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), CHEM 107, PHYS 175. Sp

484 Exercise Testing and Prescription (3) A study and application of the principles, techniques, and tools used to assess levels of wellness, fitness, prescribe lifestyle modifications, and evaluate individual progress toward goals. Prereq: PED 481. F

485 Coaching Track and Field - 2 hours.

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. Su

493 Emotional Health of Children in Sport (3) A study of emotional health, principles, and theory related to successful emotional development. Involves exploration of healthy sport participation and the role adult leaders play in youth development. Topics include fear, aggression, achievement, parental involvement, stress, drugs, and relationships. Su

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

593 Emotional Health of Children in Sport (3) A study of emotional health, principles and theory related to successful emotional development. Involves exploration of healthy sport participation and the role adult leaders play in youth development. Topics include fear, aggression, achievement, parental involvement, stress, drugs, and relationships. Su

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

602 Teaching Difficult Topics in Health (3)

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 services 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 policies
- human behavior in the social environment
- social systems theory
- knowledge and skills in conducting social work research
- problem-solving theory and methodology
- generalist intervention model
- knowledge of client populations
- knowledge of social service programs and agencies
- human diversity
- oppression and discrimination
- at-risk populations
- promotion of social and economic justice
- professional social work values and ethics
- practice/intervention skills and integrative field experience

Additionally, the program places great emphasis upon professional self-development and growth.

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 current copy of all college and university transcripts for each institution the student has attended.

2. A cumulative GPA of 2.6 on a 4.0 scale is required for admission to the Social Work Program. The prerequisite courses must be completed by the beginning of the semester a student plans to enroll in courses identified for majors only.
3. Completion of the following 12 hours of social work prerequisite courses with a 2.75 GPA and a grade no lower than C in each class.

NOTE: The program does not grant academic credit for life or work experience in lieu of social work courses or field content. Students must complete all University Core requirements including ECON 175 to complete the program.

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 general 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.

Special Education Minor

24 semester hours

The program allows a teaching candidate to add exceptional needs: mild intervention licensure to an Indiana 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 Phase: EDUC 304-Growth & Development: Early Adolescence, 3 hrs.; 411-Legal and Contemporary Issues Related to Exceptional Needs, 3 hrs.; 415-Management and Exceptionality: Environmental, Social, and Behavioral Aspects, 3 hrs.; 423-Collaborative Partnerships, 3 hrs.

Analysis Block-Evaluation and Learning Strategies: EDUC 412-Evaluation and Exceptionality: Assessment, Interpretation, and Instructional Design, 3 hrs.; 413-Learning Strategies for Students with Exceptional Needs, 3 hrs.; 421-Exceptional Needs: Practicum I, 3hrs.

Synthesis Phase (Select one of the following): EDUC 424-Supervised Teaching: Exceptional Needs - Elementary-Primary, 3 hrs.; 425-Supervised Teaching: Exceptional Needs - Elementary-Intermediate, 3 hrs.; 426-Supervised Teaching: Exceptional Needs - Middle School/Junior High, 3 hrs.; 427-Supervised Teaching: Exceptional Needs - Secondary School, 3 hrs. **Note:** EDUC 306-Educating Exceptional Children, 3 hrs. is a prerequisite for all courses.

Reading Minor – Teaching

guage 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.

Secondary Education

Students who have completed the University's secondary education program (grades nine-12) may qualify for a senior high/junior high/middle school license (grades five-12) by completing: 1) EDUC 304-Growth & Development: Early Adolescence and 488-The Middle School Curriculum and 2) EDUC 477-Junior High/Middle School Practicum.

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 through 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 Education Courses: EDUC 198-Introduction to Education, 3 hrs.; 202-Growth and Development: Adolescence and Young Adult, 3 hrs.; 214-Instructional Technology in Education, 3 hrs.; 294-Foundations of Education, 3 hrs.; 302-Multicultural Education, 3 hrs.; 304-Growth & Development: Early Adolescence, 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.; 473-Supervised Teaching in the Secondary School, 9 hrs.; 474-Supplemental Supervised Teaching in the Secondary School, 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 411-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)

¹ Science-Primary and supporting areas are available in biology, chemistry, earth/space science, general science, mathematics, physical science, and physics.

² 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

German

General Science

Geography

Government

Health and Safety Education

Journalism

Mathematics

Physical Education

Physical Science

Physics

Psychology

Radio-Television

Reading

Sociology

Spanish

Special Education

Speech Communication and Theater

U.S. History

Visual Arts

World Civilization

Endorsements

Coaching

Chemistry

**Early Childhood Education – Associate Degree
Requirements
64 semester hours**

University Core Curriculum - 24-25 hours

- A. The mind: cognitive abilities, 9 hours
ENG 101- Rhetoric and Composition I; 201-
Rhetoric and Composition II; and SPCH 101-
Introduction to Public Speaking
- B. The self: individual development, 6 hours
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 hours
- C1. History
- C3. Science course from approved UCC list - 3-4 hrs.
Directed elective from C2-individual development
and social behavior, C4-western culture, or C5-glob-
al 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: Early Childhood, 3
hrs.; 343-Materials and Background of Children's
Literature, 3 hrs.; 256-Guidance of Young Children, 3 hrs.;
261-Special Needs: Early Childhood Education, 3 hrs.;
272-Health, Safety, NuCi- 0 10 577lcti77lcti77lctca325 Tw[(RequieETQq1 i -1 793 614 -794 re0 792 mW n-Mommi 9-10 houHealth, Safety,

243 Observation, Assessment, and Documentation (3) Examines the importance of observation and documentation to the assessment process. Techniques for each area will be considered. Field experience required. Prereq: Concurrent enrollment in EDUC 242.

255 Growth and Development: Infants and Toddlers (3) Examines the growth and development of infants and toddlers. Emphasis will be on studying the uniqueness of the earliest years and the implications for care in group settings. Field experience required. Prereq: EDUC 242.

256 Guidance of Young Children (3) Studies various theories and practices related to the guidance of young children. Emphasis on self-awareness for teachers and parents leading to setting program goals and promoting prosocial behavior. Prereq: EDUC 242.

257 Programs for Infants and Toddlers (3) Examines theoretical approaches in infant/toddler care. Emphasis will be on developing programs and activities for infants and toddlers in group care. Field experience required. Prereq: EDUC 242 and 255.

261 Special Needs: Early Childhood Education (3)

active involvement related to science and math concepts for children in kindergarten and primary settings. Field experience required. Prereq: EDUC 242, admission to Teacher Education.

357 Expressive Arts/Social Studies (Kindergarten/Primary) (3)
Examines the objectives, resources, curriculum development, methods of teaching social studies and expressive arts at kindergarten and primary levels. Emphasis on integrated curriculum and professional collaboration. Field experience required. Prereq: EDUC 242, admission to Teacher Education.

359 Practicum Topics in Early Childhood Education (1-3)
Experience is designed to relate theory to practice through supervised experiences in an early childhood setting. Students work under the supervision of preschool and University personnel. Topic is specified for each offering. The course may be repeated up to a maximum of nine semester hours. No prerequisites.

366 Educational Assessment (3) Examines the impact of testing and assessment. Reviews accountability movements, standardized testing, and high stakes assessment systems as they affect the roles and power of teachers and administrators. Students will learn to construct normative and criterion referenced assessments, and learn their utility in aligning curriculum and activities with K-12 content standards. Field experiences may be required. Prereq: EDUC 302 and EDUC 306. 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 (3) The materials, devices, and methods of teaching mathematics. F, Sp

392 The Teaching of Elementary School Mathematics (3) The materials, devices, and methods of teaching mathematics in the e)

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. Field experience 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

417 Transition and Exceptionality (3) Examines student transition between school settings and into community environments. Develops skills in working with students and their parents to encourage advocacy and self-determination.

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

423 Collaborative Partnerships (3) The course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem solving. Field experience required.

424 Supervised Teaching: Exceptional Needs—Elementary-Primary (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at elementary-primary level. F, Sp.

425 Supervised Teaching: Exceptional Needs—Elementary-Intermediate (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at elementary-intermediate level. F, Sp

426 Supervised Teaching: Exceptional Needs—Middle School/Junior High (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at middle school/junior high level. F, Sp

427 Supervised Teaching Exceptional Needs- Secondary School (3-6) Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at secondary level. F, Sp

428 Synthesis Seminar: Professional Issues in Exceptional Needs (1) Utilizes reflective processing and mentoring during supervised teaching experiences to support successful professional performance. Concurrent registration with supervised teaching and EDUC 416 required. F, Sp

431 Supervised Teaching: Kindergarten (6) Examines the professional role of early childhood educator, with qualified supervision, in a kindergarten setting. Concurrent registration in EDUC 433 required.

432 Supervised Teaching: Elementary-Primary (6) Examines the professional role of early childhood educator, with qualified supervision, in an elementary-primary setting. Concurrent registration in EDUC 433 required.

433 Synthesis Seminar in Early Childhood Education (3) Capstone Seminar in early childhood teaching. A pre-professional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core

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 placement. 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), 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 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, 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 rary[(493 T)110.8(eaching Reading in the Content Areas (3))]TJETQq1 i -1 793 6

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 USI 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 USI Liberal Arts faculty members.

A student may appeal the decision of the interview committee to the dean.

ART-MUSIC-THEATRE

Art

The art program instructs students in the mastery of art skills and concepts, establishes a foundation for critical thinking, and develops each student's creative potential. Four integrated academic units form the art program: studio art, graphic design, art education, and art history. Introductory courses in design and drawing prepare students for entry into areas of concentration within the major. These areas of concentration are designed to develop advanced technical and conceptual skills. In order to enhance their understanding of the visual arts, all art students complete a sequence of art history courses. Ultimately, the goal of the art program is to prepare each student to become a contributing member of the art profession, the community, and society as a whole.

Both the B.A. and the B.S. degrees in Art and in Education are offered in the art program. Within the art degree, students choose an emphasis in studio art (ceramics, jewelry, painting, photography, printmaking, sculpture, or woodworking), graphic design, illustration, or interactive media design. Students seeking an Art Education degree select either an all-grade (K-12) or high school certification. Minors in art, art history, and art education also are available.

The art program serves to define professional goals and to provide entry into career fields or graduate study. Upon the completion of their studies at USI, many art majors have been accepted into graduate programs at prestigious institutions throughout the country. The art faculty takes pride in the accomplishments of its graduates, who have achieved success as graphic designers, artists, elementary- to university-level teachers, museum and gallery personnel, and art historians.

The art program 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 222–Western Tradition in Art History II, taught by art history faculty, are found under the listing for Humanities courses and count as part of the Core Curriculum.

Required courses: ART 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.; 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: 12 hours selected from art course offerings as directed by advisor.

Major – Art, Graphic Design Emphasis

45 semester hours

Required courses: ART 103-Color and Design, 3 hrs.; 105-Drawing I, 3 hrs.; HUM 221-Western Tradition in Art History I, 3 hrs.; 222-Western Tradition in Art History II, 3 hrs.; 231-Introduction to Graphic Design, 3 hrs.; 232-Typography, 3 hrs.; 275-Computer Graphics I, 3 hrs.; 331-Illustration I, 3 hrs.; 376-Computer Graphics II, 3 hrs.; 475-Computer Graphics III, 3 hrs.; 493-Senior Art Seminar, 3 hrs.; and two 300 or 400 level Art History courses (6 hrs.).

Directed electives: Six hours selected from the following: ART 106-Drawing and Composition, 3 hrs.; 205-Figure Drawing I, 3 hrs.; 273-Photography I, 3 hrs.; 374-Photography II, 3 hrs.; 332-Illustration II, 3 hrs.; 431-Illustration III, 3 hrs.; 361-Printmaking I, 3 hrs.; 362-Printmaking II, 3 hrs.; 381-Interactive Media Design I, 3 hrs.; 382-Interactive Media Design II, 3 hrs.; 476-Computer Graphics IV, 3 hrs.; 400-Special Problems in Art, 3 hrs. (repeatable for 9 hrs. credit).

Major – Art, Illustration Emphasis

45 semester hours

Required courses: ART 103-Color and Design, 3 hrs.; 105-Drawing I, 3 hrs.; 106-Drawing and Composition, 3 hrs.; 205-Figure Drawing I, 3 hrs.; HUM 221-Western Tradition in Art History I, 3 hrs.; 222-Western Tradition in Art History II, 3 hrs.; 275-Computer Graphics I, 3 hrs.; 331-Illustration I, 3 hrs.; 332-Illustration II, 3 hrs.; 431-Illustration III, 3 hrs.; 493-Senior Art Seminar, 3 hrs.; and two 300 or 400 level Art History courses (6 hrs.).

Directed electives: Six hours selected from the following: ART 432-Illustration IV, 3 hrs.; 231-Intro to Graphic Design, 3 hrs.; 232-Typography, 3 hrs.; 273-Photography I, 3 hrs.; 376-Computer Graphics II, 3 hrs.; 206-Figure Drawing II, 3 hrs.; 405-Figure Drawing III, 3 hrs.; 311-Painting I, 3 hrs.; 312-Painting II, 3 hrs.; 361-Printmaking I, 3 hrs.; 362-Printmaking II, 3 hrs.; 381-Interactive Media Design I, 3 hrs.; 382-Interactive Media Design II, 3 hrs.; 400-Special Problems in Art, 3 hrs. (repeatable for 9 hrs. credit).

Major – Art, Interactive Media Design Emphasis

45 semester hours

Required courses: ART 103-Color and Design, 3 hrs.; HUM 221-Western Tradition in Art History I, 3 hrs.; HUM 222-Western Tradition in Art History II, 3 hrs.; 231-Introduction to Graphic Design, 3 hrs.; 232-Typography, 3 hrs.; 273-Photography I, 3 hrs.; 275-Computer Graphics I, 3 hrs.; 381-Interactive Media Design I, 3 hrs.; 382-Interactive Media Design II, 3 hrs.; 481-Interactive Media Design III, 3 hrs.; 493-Senior Art Seminar, 3 hrs.; and two 300 or 400 level Art History courses (6 hrs.).

Directed electives: Six hours selected from the following: ART 482-Interactive Media Design IV, 3 hrs.; 374-Photography II, 3 hrs.; 473-Photography III, 3 hrs.; 372-Video Art, 3 hrs.; 376-Computer Graphics II, 3 hrs.; 475-Computer Graphics III, 3 hrs.; 476-Computer Graphics IV, 3 hrs.; 361-Printmaking I, 3 hrs.; 362-

Printmaking II, 3 hrs.; 331-Illustration I, 3 hrs.; 332-Illustration II, 3 hrs.; 400-Special Problems in Art, 3 hrs. (repeatable for 9 hrs. credit).

Minor – Art

24 semester hours

Required courses: ART 103-Color and Design or 104-Design in Materials or 231-Intro to Graphic Design, 3hrs.; 105-Drawing I, 3 hrs.; 106-Drawing and Composition or 205-Figure Drawing I or 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.

Elective courses: Nine hours selected from art course offerings in consultation with advisor; six of those hours must be at the 300-400 level.

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.; 104-Design in Materials, or an additional 300 or 400 level Art History course, 3 hrs.

Teacher Certification (Art)

Note: Review the School of Liberal Arts Teacher Certification Policy at the beginning of the School of Liberal Arts section of this bulletin. Also, review the procedures and regulations for students in teaching programs in the School of Education bulletin information.

All Grade Major – K-12 Teaching (Art)e 0.154.9Wgsnar co hool((r

Major – Secondary Teaching (Art)

39 semester hours

Required courses: ART 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.; 353-19th Century Art; 354-20th Century Art, or 355-Contemporary Art, 3 hrs.; 397-Materials/Methods Secondary Art Ed, 3 hrs.

Elective courses: Three hours selected from art course offerings as directed by advisor.

Minor – Elementary or Secondary Teaching (Art)

24 semester hours

Required courses: ART 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.; 396 -Materials/Methods Elem./Mid. Art Ed, or 397-Materials/Methods Secondary Art Ed, 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.

Art (ART prefix)

103 Color and Design (3) An introduction to the two dimensional arts through projects based on the fundamentals of design and study of color theory. A wide variety of art media and techniques are presented to prepare students for courses in painting, printmaking, and graphic design. 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

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, and action of the human figure. Prereq: ART 105. F, Sp

206 Figure Drawing II (3) Drawing the human figure from the posed model with various props. Prereq: ART 105. F, Sp

231 Introduction to Graphic Design (3) An introduction to the creative principles and processes in visual communication. Emphasis is placed on thinking visually, exploring the relationship between words and images, and developing appropriate solutions to the problems assigned. An overview of the history of graphic design also is covered. Prereq: ART 103, 105 or consent of instructor. F, Sp

232 Typography (3) This course examines type as an element of design in visual communications. Type design, the study of letterforms, and the historical and modern development of the alphabet are covered. Students explore the creation of informative, experimental and expressive typographic forms by using traditional and computer-generated techniques. F

253 Art of Ancient Mexico (3) The Art of Mesoamerica and the development of civilization in Mesoamerica 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 Photography I (Basic Photography) (3) Development of basic skills in black and white photography, including film development, enlarging, printing, mixing chemicals, and mounting. Student must provide adjustable 35mm camera and photo supplies. 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. 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

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

323 Ancient Art (3) A survey of major monuments and issues of art from the ancient Western tradition, focusing primarily on the work of

331 Illustration I (Traditional Illustration Techniques) (3) This course introduces students to illustration principles, methods, and the use of materials. Students develop their perceptual abilities, sensitivity to color, and compositional ideas within the context of illustration. Students also explore the use of various materials and techniques to produce two dimensional illustrations that challenge their ability to conceive and communicate ideas visually. Prereq: ART 103, 105, or consent of instructor. F, Sp

332 Illustration II (Digital Illustration Techniques) (3) An introduction to computer illustration using both object-oriented drawing software and bit-mapped painting software. This course allows students to explore their creative ideas in depth utilizing the computer. Students explore the synthesis of traditional illustration skills with digital skills and techniques. Prereq: ART 275 or consent of instructor. F

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

493 Senior Art Seminar (3) A capstone course for art and art educa-

320 Theatre Laboratory II Assigned in one-hour units, two hours required for major. Designed to provide credit for work completed on USI 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

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

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

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 USI Theatre productions. Prereq: THTR 125. Sp

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 permission of instructor. F

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 permission of instructor. Sp

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 permission of instructor. Sp

334 Acting IV (3)

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 arts and sciences courses. Liberal arts courses include all courses offered in the areas of anthropology, art, communication studies, criminology, economics, English, foreign languages, history, humanities, liberal arts, music, philosophy, political science, psychology, sociology, and theatre. Science courses include all courses offered in the areas of astronomy, biology, chemistry, geography, geology, mathematics, and physics. No more than 16 semester hours of lower division mass communications 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 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, spelling, and punctuation 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.)
33-39 semester hours, depending upon major

Major in Communication Studies
39 semester hours

Communication Studies connects two important aspects of a USI education: the liberal arts and the professional preparation. By incorporating writing, speaking, and computer-mediated communications across the curriculum, the communication studies program explores communication in various contexts and forms.

Communication studies faculty work with students so 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 Public Speaking, 3hrs; 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.; 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.; SPCH 307-Nonverbal Communication, 3 hrs.; SPCH 317-Intercultural Communication, 3 hrs.; SPCH 400-Independent Study, 3 hrs.; SPCH 402-Gender, Communication and Culture, 3 hrs.; SPCH 410-Seminar in Interpersonal Communication, 3 hrs.; SPCH 420-Seminar in Organizational Communication, 3 hrs.; SPCH 430-Seminar in Persuasion, 3 hrs.; SPCH 498-Internship in Communication Studies, 3 hrs.; SPCH 499-Special Topics in Communication Studies, 3 hrs.

At least 21 hours in the majors must be at the 300 and 400 level. For **directed electives**, no more than six hours may be taken from a combination of SPCH 400 & 498. For an internship, the student must seek permission of the Communications faculty and have second semester junior standing.

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 that are 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 18 credit hours shared by both emphases, complete the required courses in each emphasis, and then choose additional hours of communication electives.

Required core – 18 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 281-Basic Reporting, 3 hrs.; JRN 386-Editing and Layout, 3 hrs.; and CPT 374-Internet Communications, 3 hrs.

Computer Publishing Emphasis

The news, advertising, public relations, and broadcasting industries are expanding the use of the Internet and new media. Most companies of any kind now hire individuals or small Web companies to create and maintain their own W

hours of communication electives.da 386-Ed.ionalreW nBT/F1 1 Tf10 0 0 10 55 537.5517 Tm/Cs5 cs 0.161 0.145 0.149 sc-0.0001 Tc0.02

Required courses – 9 hours: ADV 342-Advertising Writing and Design, 3 hrs.; ADV 344-Strategic Campaigns, 3 hrs.; ADV 446-Seminar in Advertising, 3 hrs.

Communications electives for the Public Relations and Advertising major – 12 hours: ADV 343-Media Planning, 3 hrs.; ADV 346-Special Events and Promotions, 3 hrs.; ADV 347-Advertising Copywriting, 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.; JRN 281-Basic Reporting, 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 368-Strategic Writing, 3 hrs.; PRL 466-Seminar

**Minor – Speech Communication and Theatre
(teacher certification)**

24 semester hours

Communication Studies requirements (9 hrs.): SPCH
101-Introduction to Public Speaking, 3 hrs.; SPCH 107-

research subject areas in the field of advertising. A maximum of six

effects photography. They will learn how to design Web pages that use interactive sites and 360 degree photo techniques and will produce a portfolio of digital images. Prereq: JRN 273 or consent of instructor. Sp

381 Advanced Reporting (3) An advancement of skills and knowledge gained in basic reporting. Students will concentrate on covering specific beats and generating their own news stories. They will be responsible for assigned beats, learn how to develop sources, and track down rumors as part of the beat reporting process. In addition, students will discuss journalistic issues such as libel, ethics, plagiarism, invasion of privacy, and investigative techniques. Prereq: COMM 192 and JRN 281. F

383 Editorial Writing (3) Instruction and practice in writing editorials. Lectures, readings, and reports directed toward discovering, gathering, organizing, and writing opinion page material. Prereq: junior standing or consent of instructor. F

384 Feature Writing (3) Instruction and practice in writing feature articles for newspapers and magazines. Students will be directed to submit articles for publication in magazines. Prereq: junior standing or consent of instructor. F, Sp, Su

385 Supervision of Student Publication (3) The problems generally faced in supervision of newspapers, magazines, yearbooks, and other publications. No prereq. F, Sp

386 Editing and Layout (3) Study of the entire print reproduction process from idea formulation to designer's drawing board to the printer's finished product. Stressed is the fitting of copy into specific layout spaces, headline writing, art and photo reduction, and overall publications make-up. Prereq: JRN 281 or CPT 275. F, Sp, Su

388 Online Journalism (3) As traditional media move to the Internet, the skills of journalism students must expand to meet the more intense demands of the Internet. The course will show how traditional newsrooms are merging with Web products. Prereq: JRN 381.

400 Independent Study in Journalism (1-3) This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of journalism. A maximum of six hours may be taken; only three may be taken in any one semester. 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 Journalism 400 may be directed by the same instructor. 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

473 Photojournalism (3) The course will focus on the role of photography in mass communication, particularly print and Internet products. Students will study the process of combining text, graphics, and photographs to produce messages. Students will expand on the skills in earlier classes and produce products including many photographs, such o-0.0u.[(s -of 3fa8 55 etudeneT*[5 Tw(|TJ)procro)-9.9(duce me must receents wicolo comgitll such o-0.yes and p

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 Public Relations 400 may be directed by the same instructor. (3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

452 Broadcast & Cable Sales (3) Techniques for selling time on radio, television and cable. Includes interpretation of ratings reports, working with advertising agencies, preparation of sales presentations, and marketing. Prereq: RTV 151 or ADV 241 or consent of instructor. F

453 Broadcast & Cable Management (3) The special problems encountered by managers of broadcast and cable operations. Emphasis on FCC regulations, managing "creative" personnel, serving the public interest, and other issues faced by radio, TV, and cable managers. Prereq: RTV 151 and RTV 255. Sp

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

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

Communication Studies Courses (SPCH prefix)

101 Introduction to Public Speaking (3) Principles and practices of oral communications with selected experiences in their use. F, Sp, Su

107 Introduction to Interpersonal Communication (3) Increases understanding of oneself, the many roles one plays in the communication process, and the interpersonal relationships of individuals in society. Course includes nonverbal communication, the role of language in structuring interpersonal situations, and the importance of dialogue in resolving interpersonal conflicts. F, Sp, Su

201 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. F, Sp

203 Introduction to Performance Studies (3) This course will serve two purposes. First, operating on the theory that literature is best understood and appreciated when performed, this course is designed to give students experience performing and analyzing literature. In addition, this course will introduce the many ways we experience performance in our everyday lives. B2, F

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

214 Small Group Discussion (3) Primarily a skills 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

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

303 Introduction to Persuasion (3) This course focuses on our dual roles as producers and consumers of persuasive messages. Students will examine persuasion in a variety of texts and contexts, as well as examine persuasive elements in human interaction and behavior. In addition to learning about the roles logic, credibility, emotion, and cultural tradition play in persuasion, students will learn strategies for constructing effective and ethical persuasive messages. Prereq: SPCH 101, SPCH 301, or consent of program coordinator. Sp, Su

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, 301, or consent of the instructor. F

SPCH 312 Interviewing: Principles & Practices (3) Emphasis on preparing and structuring interviews. Students will become familiar with various kinds 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

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.

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

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: SPCH 203 or consent of instructor.

317 Intercultural Communication (3) This exploration of cross-cultural communication surveys intercultural theories and problems in communication. It offers a general orientation to intercultural communication, theorizes intercultural transactions, and provides insight into cultural differences. Prereq: SPCH 107 or consent of instructor; junior standing. C5. Sp

400 Independent Study in Communication Studies (1-3) This course is designed to provide an opportunity for upper division communications

conflict, identity, relationships, and differences. Prereq: SPCH 107, SPCH 301, or consent of instructor. F

410 Seminar in Interpersonal Communication (3) The special topics course will offer students the opportunity to examine more closely specialized topics in interpersonal communication. Topics may include areas such as family communication, health communication, relational maintenance, or dialogic communication. Students may repeat this course provided the topic is different. Only six hours may apply toward the communication studies major. Prereq: SPCH 107.

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

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.

430 Seminar in Persuasion (3) This special topics course will offer students the opportunity to examine more closely specialized topics related to the psychological, sociological or cultural dimensions of persuasion and social influence. Students may repeat this course provided the topic is different. Only six hours may apply toward the communication studies major. Prereq: SPCH 301, SPCH 303, or consent of program coordinator.

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

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. Course may be repeated once if the topic is different from the one previously taken. Prereq: junior standing.

ENGLISH

Students electing to pursue a major in English enter courses of study leading to either a Bachelor of Science

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.

Required elective courses – 6 hours:

Historical courses – choose one: ENG 415-History of Rhetoric; ENG 424-Chaucer, 3 hrs.; ENG 426-The Literature of the Renaissance, 3 hrs.; ENG 427-Neo-Classical and Eighteenth-Century Literature, 3 hrs.; ENG 430-Nineteenth-Century Literature, 3 hrs.; ENG 438-Twentieth 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 English 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.

Required Writing Emphasis Core Courses (18 hours): 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. or ENG 411-Writing in the Digital Age; 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.

Bachelor of Science Degree (does not require foreign language)

42 semester hours

Writing Emphasis

Required 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. or ENG 411-Writing in the Digital Age, 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)

45 semester hours

Note: Students entering the English teaching program 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 Literature Surveys: 12 hours ENG 251-Masterpieces of English Literature I, 3 hrs.; ENG 252-Masterpieces of English Literature II, 3 hrs.; ENG 261-

Other required courses – 21 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.; ENG 301-Advanced Composition, 3 hrs. State requirement: JRN 192-Introduction to Mass Communication, 3 hrs.

Elective English courses – 12 hours (Nine hours must be at the 300-400 Level)

Minor – Teacher Certification

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:
3)

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 335. 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 336. Prereq: ENG 335 (THTR 335) or consent of instructor.

382 Literature of the Bible I (3) Literary study of the Torah and

consent of instructor.

introduction to current critical approaches to literature. Prereq: ENG 201 and junior standing. Sp

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 consent of instructor. F

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 instructor.

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 for students in the Writing Emphasis, the Writing Concentration, or the Creative Writing Concentration, involving all aspects of preparing a manuscript through actual publication. Students will complete a project demonstrating such professional competence. Prereq: senior standing and consent of instructor. Sp.

498 Internship in English (3) A course granting credit for work experiences related complementing the English major. The course provides for a minimum of 150 hours of supervised professional work, two writ-

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.

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: twelve hours
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30 semester hours

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.

secondary schools: materials and organization as preparation for student teaching. (same as Spanish 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: German 204 or equivalent. Sp

470 Special Topics in German (3)

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 is also 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.

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. History 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 History 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 History 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 History 111 or 112. No prereq. Sp, Su, F

112 World Civilizations II, 1500-Present (3) The development of

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

345 Medieval Europe, 500-1300 (3) The reconstruction of a new European civilization upon the ruins of the old Roman Empire through the alliance of the Greco-Roman cultural traditions, Christianity, and the vitality of the new Germanic peoples. Prereq: sophomore standing.

346 The Renaissance, Dante to 1600 (3) An analysis of the great intellectual outburst which produced Dante, da Vinci, Michelangelo,

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 reince indepfropTm/Cs5aE89if thcn9rb]TJfropTrThr thd R siva Con,* (the 19th-ceEurope R coloninatioIsrael, anmove-rs the)Tjdepetontudory of Afsin

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 interdiscipli-

365 Sexual Ethics (3) An examination of various philosophical issues in sexual ethics, including the role of sexuality in human life, its relation to love and to marriage, the meaning and value of sexual freedom, the moral status of homosexuality, the meaning of sexual consent, and sexual objectification and co modification. Prereq: one philosophy course or consent of instructor.

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. Prereq: ENG 201 and junior status.

418 Metaphysics (3) Alternative theories of the nature of ultimate reality and related questions about the nature, function, and possibility of such theories. Prereq: one philosophy course or consent of instructor.

420 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 courses that may be counted as philosophy electives.

POLS 445 Political Theory I (3) Political thinkers and their ideas from Plato and Aristotle to the sixteenth century. Prereq: one political science course or consent of instructor.

POLS 446 Political Theory II (3) Political thinkers and ideas from the seventeenth century to the present. Prereq: one political science 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

39 semester hours

Required courses: 101-Introduction to Political Science, 3 hrs.; 102-Introduction to American Politics, 3 hrs.; 202-Introduction to Public Administration, 3 hrs. or 203-Introduction to the Policy Process in the United States, 3 hrs.; 245-Political Inquiry, 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: Fifteen hours selected from political science courses as directed by advisor.

Majors must complete one course in one of these disciplines: public issues and the institutions and processes. **POLS 446 Political Theory II (3)** Introduction to the Policy Process in the United States, 3

Course Descriptions (POLS Prefix)

local, state, and national governments; the military; revolutions; organized labor; and contemporary affairs. Prereq: one political science course or consent of instructor.

384 The Middle East (3) Government and politics of nation-states in northern Africa and western Asia, with special attention to Israel, Iran, and members of the League of Arab States. Prereq: one political science course or consent of instructor.

399 Advanced Topics in Political Science (3) An intensive examination of specialized topics in political science. May be taken twice for credit provided the topic is different. Prereq: One political science course or consent of instructor.

405 Constitutional Law (3) The growth of the American constitutional system by analysis of leading Supreme Court decisions, the role of the Court decisions, the role of the Court in American politics, evolution of the federal system, civil rights, problems of statutory interpretation, and judicial review of administrative action and regulations. Supplementary reading includes judicial biography and commentaries on the court. This course is cross-listed as CRIM 405. Prereq: one political science course or consent of instructor. F

406 Constitutional Rights (3) Analysis and discussion of leading decisions of the U.S. Supreme Court, with special attention given to civil rights, including the rights of persons accused of crime; freedom of speech, press, assembly, religion, separation of church and state, equal protection of the laws, and property rights. This course is cross-listed as CRIM 406. Prereq: one political science course or consent of instructor. Sp

407 The Legislative Process (3) The lawmaking process in Congress and selected legislative bodies in the United States; organization, powers, and problems of American legislatures. Prereq: one political science course or consent of instructor.

410 Interest Groups and Public Policy (3) An intensive analysis of the major American interest groups and their impact upon the formation and implementation of public policy at the local, state, and national levels of government. Major emphasis is given to ethnic, business, labor, agricultural, veterans, and religious associations. Prereq: one political science course or consent of instructor.

412 The Politics of Education (3) Major political actions that relate to education, with emphasis on school boards, state legislatures, federal grants, and interest groups. Issues include community control, educational power, and financial decision-making. Prereq: one political science course or consent of instructor.

427 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. Prereq: one political science course or consent of instructor.

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. Prereq: one political science course or consent of instructor.

434 American Diplomacy Since 1900 (3) United States relations with other nation-states from 1900 to the present. Emphasis is on for-

eign 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. Prereq: one political science course or consent of instructor.

499 Seminar in Political Science (3) Intensive examination of selected political problems. May be taken twice. Prereq: one political science course or consent of instructor.

Criminal justice courses that may be used as Political Science Electives

CRIM 301 Introduction to Criminal Justice Administration (3)

Analysis of the public institutions which determine policy and practice in the administration of the criminal justice system. This will include the legislature, the police, the courts, and correctional systems. Prereq: POLS 101 or 102 and junior status. Sp

CRIM 303 Criminal Law (3) History and development of criminal law as a system of social control; the relationship among criminal laws; and the workings of courts and correctional systems. Prereq: POLS 101 or 102 and junior status. F

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. Lawyers' 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 in the political science department who will help in the choice of a major, a minor, and other courses best suited to his or her background, interest, and needs.

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, psychology is a preferred course

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 6 hours of credit. Prereq: PSY 201, 15 additional psychology hours, and permission of instructor. F, Sp

499 Individual Study in Psychology (1-3) A course intended primarily for individual research in a specific area of psychology. Topics arranged to meet the specific interest of the student and faculty member involved. May be elected on an arranged basis upon approval of the faculty member who is to serve as supervisor of the research. Credit does not count toward the 37 hours necessary for the psychology major. May be repeated once for a maximum of six hours of credit. Prereq: PSY 201 and permission of the instructor. F, Sp

SOCIOLOGY

Students interested in sociology may elect a major or a minor as part of the liberal arts program leading to the

221 Computer Applications in Sociology (3) This course is designed to both teach the basic areas of sociology and increase students' ability to effectively use the computer. Students work at their own pace through a series of projects in which they collect, organize, and present data in various forms. No prereq.

225 Criminology (3) A consideration of criminality, its nature and extent, particularly in the United States. Includes analysis of the etiology of criminal behavior, the sociology of criminal law, and societal reaction to criminals. Prereq: SOC 121. F, Sp

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. F, Sp

251 Principles of Social Psychology (3) A general consideration of human behavior in social situations with particular emphasis on communication processes, socialization, social roles, social self, and social groupings. Prereq: SOC 121.

261 Marriage and Family (3) The course examines research about the family life cycle. The specific areas investigated are sex roles, a history of the American family, dating, sexual behavior, marriage, childbirth, children, the middle-aged, the elderly, divorce, and step-parenting. Prereq: SOC 121. F, Sp

341 Sociology of Medicine (3) The social organization of medical care. The course considers patterns of morbidity and mortality, social epidemiology of disease, social effects of disease, doctor-patient relationships, cost of medical services, hospitalized patients, modes of medical practice, hospital organization, and programs of medical care. Prereq: SOC 121. 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 gender patterns. The course focuses on gender differences. It analyzes the causes and the consequences of these differences for social life, including the various social inequalities between males and females that have become institutionalized in American society. Prereq: SOC 121. F, Sp

370 Seminar in Sociology (3) An intensive, small-group discussion of recent research on topics of current interest to sociologists. The semi-

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

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.; Indiv. 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, geography, government, psychology, sociology, United States history, and world civilizations. These components are:

1. University Core Curriculum (51 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). 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 the following areas, as stipulated in the "Requirements for the Major" (p. 141).

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 60 hours and certifies students to teach history and government. The requirement is as follows:

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Core Curriculum

- 9 A1. Composition and Speech – ENG 101 and 201; SPCH 101
- 4 A2. Mathematics 111
- 3 B1. Ethics
- 3 B2. The Arts
- 2 B3. Health and Fitness
- 3 C1. History – HIST 101 or 102 or HIST 111 or 112
- 6 C2. Individual Development and Social Behavior – PSY, SOC, and ECON courses
- 8-9 C3. Science – GEOG 112 and two other courses, one of which must be a laboratory course
- 6 C4. Western Culture
- 3 C5. Global Communities – ANTH 251, 253, or 255
- 3 D. Synthesis – EDUC 448

- **51 semester hours, University Core Curriculum** (18 of which are included in the 60 semester hours major)
- **35 semester hours, Education component**
- **128 total semester hours**

Elementary or Junior High/Middle School Social Science Minor

SCHOOL OF NURSING AND HEALTH PROFESSIONS

health.usi.edu

Nadine A. Coudret, M.S.N., Ed.D., Dean
Susan G. Ahmad, M.S., O.T.R./L., Program Director,
Occupational Therapy Assistant
Deborah L. Carl, R.D.H., M.Ed., Program Director,
Dental Hygiene
Carol Hermes, M.A., C.H.E., Program Director, Health
Services and Health Administration
Judith A. Halstead, M.S.N., D.N.S., Program Director,
Undergraduate Nursing
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
Ann White, M.S.N., Ph.D., M.B.A., Program Director,
Graduate Nursing

The USI School of Nursing and Health Professions promotes excellence in its academic programs, faculty, students, and graduates and demonstrates leadership in health care education, research, practice, and community service. The School of Nursing and Health Professions gives students the opportunity to prepare for a personally satisfying and financially rewarding career.

The School of Nursing and Health Professions offers 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
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 - Geriatric Nurse Practitioner/Clinical Nurse
Specialist: master's degree (pending approval)
Nursing - Nursing Education: master's degree
Nursing - Nursing Management and Leadership:
master's degree
Occupational Therapy: combined bachelor's degree and
master'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 routinely excel on state and national licensing/registry exams and are heavily recruited by healthcare 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 of Retarded Citizens, Visiting Nurse Association of Southwestern Indiana, Rehabilitation Center, Planned Parenthood, Southwestern Indiana Adult Mental Health Center, Southwestern Indiana Regional Council on Aging, senior citizens centers, dental offices, physicians' offices, day care centers, nursing homes, extended care facilities, and the University of Southern Indiana 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. To ensure the highest quality of student learning experiences, admission is competitive and limited. Students are encouraged to apply during the fall semester prior to their planned date of 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 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 USI 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 at 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 USI baccalaureate nursing program must submit an application to the USI 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 *preadmission 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), an ACT score of 21, or a comparable *preadmission nursing test.

*Information about the Pre-Admission Nursing exam may be obtained through the nursing administrative assistant at 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 also must 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 English 101 and all nursing and science courses.

RN to 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 the student's prior learning and requires three years of practice experience. Students in consultation with a faculty advisor develop a plan of study that is based on prior learning and the student's selected graduate study major.

The program of study includes the completion of required undergraduate courses, including all non-nursing courses, an advanced practice nursing role transition course (NURS 451), and 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 12 hours of graduate course credits, credit for the validated undergraduate courses is posted and students are awarded a bachelor of science in nursing degree. Students at this point in their program of study are granted full admission into the graduate program. After successful completion of the remaining required graduate nursing courses, students are awarded an M.S.N. degree. Additional information about the RN-MSN program is available at health.usi.edu/distlern/rnmsn.html.

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) This course focuses on concepts basic to nursing and health, with emphasis on self-knowledge and personal responsibility for healthy living and utilization

of health resources. Basic curricular concepts of caring, thinking, knowledge, competence, communication, community, and professionalism are introduced and explored, as is the nurse's role in wellness, ill-

for clinical application include hospitals, birthing rooms, ambulatory and community clinics. Prereq: NURS 243 and NURS 245. F

343 Nursing of Children and Adults II (4) This course focuses on the human responses to selected actual and high risk health problems of children, adult, and elder clients, including perioperative, musculoskeletal, renal, and neurological disorders. Nursing interventions for health promotion and risk reduction for selected health concerns are included. Students apply concepts from nursing and biopsychosocial sciences to build upon clinical competencies for nursing practice in the acute care and community clinical settings. Prereq: NURS 243 and NURS 245. F

347 Nursing of Children and Adults III (8) This course focuses on human responses to complex, multi-dimensional health problems of children, adult, and elder clients from developmental, family, and envi-

472 Home Health Nursing (3) This course focuses on the review of concepts pertinent to general nursing practice within the home environment. It is designed to assist the home health nurse and student nurses to care for clients using a multidisciplinary approach. A theoretical framework relevant to home care will be addressed. Prereq: consent of instructor.

474 Perioperative Nursing (3) This course explores the role of the perioperative nurse focusing on intraoperative nursing care with incorporation of preoperative and postanesthesia care. Theoretical concepts are presented with opportunities for acquiring skills and knowledge of the holistic perioperative nursing provided through classroom lecture, case study discussions, practice skill's lab, clinical activities, with preceptor/mentor relationships, and independent studies. The clinical focus will be individualized to meet the student's desired outcome goals. Prereq: consent of instructor.

476 Cardiovascular Surgical Nursing (3) This course is designed to provide the professional critical care nurse with advanced knowledge and research concerning the care of patients undergoing cardiac surgery. The content of the course focuses on state of the art management of cardiac surgery patients. This course also focuses on critical thinking skills through the use of case studies which require direct application of content. The collaborative role of the nurse while participating in the care of the critically ill cardiac surgery patient is emphasized. Teaching methods include lecture, case studies, clinical activities, written assignments, and independent learning activities. Prereq: consent of instructor.

478 Rehabilitation Nursing (3) This course examines the scope of professional nursing practice in the specialty of rehabilitation nursing. Emphasis will be placed on the diagnosis and treatment of individual and group responses to actual or potential health problems as a result of altered functional ability and altered lifestyle.

482 Oncology Nursing (3) This course is designed to provide the student with the opportunity to obtain 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.

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 care factors that influence positive outcomes for individuals or groups of individuals. Emphasis will be placed on the integration of nursing with case management and disease management concepts.

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

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 Public Speaking	3
HP 115	Medical Terminology	2

First Semester

DTHY 208	Dental Materials	3
DTHY 203	Dental Radiology	3
DTHY 214	Oral Anat and Embryol	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 and 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.

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 USI 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 prerequisites include Medical Terminology and Human Systems I or faculty permission. Sp

175 Preventive Dentistry (2) This course surveys dental diseases and provides practical methods of preventing their occurrence, utilizing plaque control, fluoride therapy, dietary control, pit and fissure sealants, and patient education. Sp

181 Clinical Science II (5) This clinical course prepares the student to assume the role of the dental assistant in the private office. Includes extramural clinical rotations. Sp

183 Clinical Science Applications (3)

Professions. The completed application must be submitted to the dental hygiene program by February 1 of the year the student desires admission to the program. Applications received after February 1 will be considered on a space available basis. Official high school and university transcripts must be submitted to the Admission Office 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/III	

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. two hours lecture, two 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. two hours lecture, two 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. three hours lecture, eight 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. Three 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. one hour lecture, four 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 principle the student'

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Bachelor of Science in Health Services

Bachelor of Science in Health Services graduates are prepared for entry into or advancement in the healthcare field. This degree program is designed to provide educational opportunities for students interested in gaining a knowledge base for positions in healthcare not requiring specialized clinical preparation, or for individuals who have completed a health professions program and wish to increase their knowledge and skills to effectively respond to the rapidly changing needs of the American healthcare delivery system.

The vast system that provides our nation's healthcare is undergoing revolutionary changes. This degree program strives to provide healthcare 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 healthcare data. Throughout the curriculum, students are provided with opportunities to develop effective decision-making skills, and to become familiar with a systems approach to healthcare delivery.

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 healthcare system financed primarily by managed care arrangements is emphasized. The medical, social, and political impact of these changes is addressed, and major trends in healthcare utilization data are reviewed. Students are encouraged to develop an appreciation for diversity not only in the human element of healthcare, but also in the business arrangements being tested to respond to healthcare reform. Completion of the requirements results in the awarding of the Bachelor of Science in Health Services degree.

Admission Requirements

All applicants must first seek admission to the University by completing an application, having official transcripts of high school and other universities and colleges sent to the University of Southern Indiana and completing all other University admission requirements. Applicants with at least a 2.0 grade point average may 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 in Health Services degree 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. Health Services majors must achieve a grade of C or better in all Group I Required Courses in order to progress in their program major.
3. A minimum of 124 semester credit hours.
4. A minimum of 30 semester credit hours must be taken from the University of Southern Indiana, including the last five 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:

HP 115: Medical Terminology; HP 211: The Health Care Delivery System; GERO 315: Health Care Aspects of Gerontology; HP 365: Alcohol & Drug Abuse; NUTR 376: Principles and Applications in Nutrition, or NUTR 378: Nutrition for Fitness and Sports; HP 411: Health Care Management; HP 421: Financial Management in Healthcare; HP 478: School & Community Health Education Methods, or HP 402: Health Care Research and Statistics; HP 496: Marketing in Health Care Organizations; and 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 376: Principles and Applications in Nutrition; NUTR 378: Nutrition for Fitness and Sports; NUTR 396: Nutrition Throughout the Lifecycle; 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 in Nutrition; GERO 423: Clinical Problems of Older Adults; GERO 425: Health Facilities Administration; HP 431: Health Information and Quality Improvement Management; HP 435: Eastern Medicine; HP 456: Ethics and Health Care in a Pluralistic Society; 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.

Most of the courses required for the Bachelor of Science in Health Services degree are available online, and are available to distance education students.

Students who have earned a certificate or degree in a healthcare 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 one year or more | 3 hours |
| 4. Verified work experience two years or more | 6 hours |

Fourth Year

Fall Semester
HP 480

Internship in Health Services

3

Minor – Sonography

26 Credit Hours

The 26-hour minor in sonography is designed to instruct students in the didactic as well as clinical aspects of diagnostic medical sonography. The structure of the minor

Examination of the evaluation process including methods, data gathering, data analysis, and outcome analysis. Prereq: HP 305. Sp

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, Sp

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 healthcare environment while they assist the healthcare business reach its organizational goals. Interns will function as a valuable, but student member of a healthcare related management team. The experience will lead the student to a deeper appreciation of the nature of the healthcare field. Both leadership and team work opportunities will be sought, and the student intern will have a chance to think on their feet while participating in practical workplace situations. The University will work closely with the participating healthcare organization to customize an experience for the intern that meets the needs of the healthcare organization without compromising academic goals or the student's academic progress. Prereq: consent of program director required. Repeatable to a maximum of six credit hours. 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 40, 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. 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 faculty required. Repeatable to a maximum of six credit hours. 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 healthcare. 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 healthcare issues in the cultural context of the community.

496 Marketing In Health Care Organizations (3) The increasing complexity of the healthcare 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 healthcare, 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 healthcare system that are affected by laws, standards, and /or regulations; and which may call into question the ethical decisions leaders in healthcare organizations are frequently required to make. Particular emphasis will be placed on ethical business decisions. The role of ethics committees and institutional review boards will be addressed as they relate to both clinical decisions and the administration of healthcare facilities. F, Sp

498 Current Concepts In The Health Professions (3)

Occupational Therapy

Occupational therapists and occupational therapy assistants provide holistic services to people who have difficulty with everyday tasks that occupy their lives—hence the term *occupation*. 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 remediating or restoring performance abilities that are limited due to impairment in biological, physiological, psychological, or neurological processes; adapting tasks, processes, or environments or teaching compensatory techniques to enhance performance; offering disability prevention methods and techniques that facilitate the development or safe application of performance skills; and providing 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 aspects of performance; designing, fabricating, applying assistive technology or orthotic devices and training in the use of assistive technology, orthotic, and 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 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 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, USI is one of few universities offering fully

accredited educational training programs for both occupational therapists and occupational therapy assistants. Graduates of the Occupational Therapy Assistant Program, which offers the Associate of Science in Occupational Therapy Assistant, are eligible to complete the requirements to become occupational therapy assistants. OTS-Entry students who graduate from the Occupational Therapy Program, which offers a five-year combined BS/MS curriculum, are eligible to complete the requirements to become occupational therapists.

Occupational Therapy Program

The occupational therapist is the professional-level practitioner who provides services that include evaluating, developing, improving, sustaining, or restoring skills in ADL, IADL, work, school, play, leisure, and social participation as well as lifestyle redesign. To comply with the occupational therapy profession's change in entry-level to postbaccalaureate degree, the existing USI Bachelor of Science in Occupational Therapy—as a stand-alone degree program—will cease to exist in August 2004. In the future, students will complete the Bachelor of Science in Occupational Therapy followed by the Master of Science in Occupational Therapy in a curriculum design known in the occupational therapy profession as a

First- and second-year occupational therapy majors essentially take University Core Curriculum courses that provide a broad foundation of science, social science, and humanities. In the third and fourth years, students complete the professional component of the combined BS/MS curriculum, an integrated didactic and clinical educational program, on campus except for 27 40-hour weeks of internships and practicum experiences during which time they are assigned to clinical sites.

(Occupational therapy students enter the combined BS/MS curriculum with the understanding that they will abide by the designated student-clinical site matching system.) Although occupational therapy majors begin taking graduate-level occupational therapy courses in the fourth year, fifth year occupational therapy students complete the graduate curriculum, which prepares students for advanced practice across three roles: a central role of specialization (selected by the student) supported by two required roles, educator and researcher. Internet-based distance education is the primary method of instructional delivery in the fifth year. In addition to didactic courses, fifth-year students complete a 120-hour practicum experi-

Spring Semester (12)

OT 498	4
OT 521	3
OT 522	3
OT 627	2

Summer Sessions (6)

OT 692	3
Elective	3

Year Five**Fall Semester (8)**

OT 683	3
OT 687	2
OT 693	3

Spring Semester (8)

OT 698	3
OT 699	5

Note: In addition to the required courses listed in the five-year course schedule example, the Occupational Therapy Program requires three other areas: medical terminology, computer utilization, and abnormal psychopathology. Students have options for gaining the knowledge and skills for each additional required content area. To show competence in the required medical terminology content area, students may opt either to (1) take and pass (with a minimum C+ grade) the course, HP 115 Medical Terminology, or (2) pass the competency-based medical terminology examination, offered by the Occupational Therapy Program, in the first week of each semester. For the required computer utilization content area, students may either (1) take and pass (with at least a C+ grade) the course, CIS 151 Computer Applications, or (2) demonstrate proficiency in utilizing Blackboard and the following Microsoft applications: Word, Excel, PowerPoint, and Internet Explorer. To fulfill the required abnormal psychopathology content area, students may either (1) take and pass (with a minimum B grade) the course, PSY 322 Abnormal Psychology or (2) complete and pass the abnormal psychopathology unit available through the Occupational Therapy Program.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the terms (fall or spring semesters, or summer sessions) in which the course is typically offered and are intended as an aid to students planning their programs of study. 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 occupa-

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/dexterity, 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

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, or 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, Su

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

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)

hours, this degree includes 16 40-hour weeks of integrated practicum experiences. Full-time students can complete the Associate of Science Degree with a major in Occupational Therapy Assistant in five semesters and one summer. 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 Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220, phone: 301/652-2682. Graduates of this department 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 USI 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. 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, e-mail otinfo@usi.edu, or visit the Web site, 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 Public Speaking (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 (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 (6)
- 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 Department.

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the terms (fall or spring semesters, or summer sessions) in which the course is typically offered and are intended as an aid to students planning their programs of study. 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 etiology, management, and prognosis of

conditions on functional performance throughout the lifespan as well as wellness as an aid to

Registered radiographers who have graduated from another radiologic technology program are eligible to enroll in the advanced imaging specialty courses. Students who have completed an allied health program which is recognized by the American Registry of Diagnostic Medical Sonographers (ARDMS) or the American Registry of Radiologic Technologists (ARRT) are eligible to enroll in the general sonography specialty. 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.

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 re-evaluation 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, 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.

Sample Associate of Science in Radiologic Technology Curriculum

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		
ENG201	Rhetoric and Composition II	3
SPCH 101	Introduction to Public Speaking	
	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 197	Introduction to Radiographic Procedures	1
*RADT 198	Clinical Applications of Radiology	1
*RADT 211	Introduction to Radiology	1
*RADT 212	Patient Care Procedures I	<u>1</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		
ETHICS	(Choose a B1 approved course)	3
*RADT 218	Radiographic Procedures II	4
*RADT 221	Clinical II	3
*RADT 222	Special Procedures	2
*RADT 224	Advanced Imaging Equipment	<u>2</u>
		14

Summer Session		
*RADT 285	Clinical III	<u>4</u>
		4

Third Year

Fall Semester		
HEALTH/FITNESS (Choose from the B3 approved courses) 2		
*RADT 225	Radiographic Physics	3
*RADT 301	Sectional Anatomy	2
*RADT 325	Clinical IV	3
*RADT 335	Radiation Biology	<u>2</u>
		12

Spring Semester		
WESTERN CULTURE (Choose one C4 approved course) 3		
*RADT 345	Radiographic Pathology	2
*RADT 365	Directed Study in Diagnostic Imaging	1
*RADT 375	Clinical V	4
*RADT 382	Radiographic Quality Control	<u>2</u>
		12

TOTAL HOURS		91
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*Designated courses in which students must earn a grade of C or better.

Bachelor of Science in Radiologic and Imaging Sciences

This program prepares registered radiographers and registered allied health professionals to function effectively in the advanced imaging specialties of medical sonography, magnetic resonance imaging, or computed tomography. Students may also enroll in the clinical education or radiology management specialties. All the advanced imaging courses are offered as distance education courses.

Sample Bachelor of Science in Radiologic and Imaging Sciences Curriculum

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
PED 186	Wellness and Fitness	1
HP 115	Medical Terminology	<u>2</u>
		16

Spring Semester

ENG 201 Rhetoric and Composition II
SPCH 101 Introduction to Public Speaking
or

3

Spring Semester

*RADT 415	MRI/CT Procedures II	4
*RADT 416	Clinical VIII – CT/MRI	3
GLOBAL COMMUNITIES	(Choose one from the University Core Curriculum-C5)	3
SYNTHESIS	(HP 498 or Choose one from University Core Curriculum – D1)	<u>3</u>
		13

Summer Semester

*RADT 486	Clinical IX – CT/MRI	3
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Clinical Education Specialty**Fall Semester**

GLOBAL COMMUNITIES	(Choose one from the University Core Curriculum-C5)	3
*RADT 421	Radiologic and Imaging Sciences Clinical Education	3
*RADT 423	Radiologic and Imaging Sciences Program Standards and Accreditation	
	or	
*RADT 427	Radiology Department Information Systems	3
*RADT 424	Radiologic and Imaging Sciences Practicum I	3
HP 402	Health Care Research and Statistics	
	or	
HP 411	Health Care System Management	<u>3</u>
		15

Spring Semester

*RADT 425	Radiographic Critique	3
*RADT 426	Radiographic and Imaging Sciences Practicum II	3
Elective	(Choose one: Any RADT 400 Level Course, HP 315, HP 402, HP 411, HP 478, PHYS 101)	3
SYNTHESIS	(HP 498 or Choose one from University Core Curriculum – D1)	<u>3</u>
		12

Radiology Management Specialty**Fall Semester**

GLOBAL COMMUNITIES	(Choose one from the University Core Curriculum-C5)	3
*RADT 423	Radiologic and Imaging Sciences Program Standards and Accreditation	
	or	
*RADT 427	Radiology Department Information Systems	3
*RADT 424	Radiologic and Imaging Sciences Practicum I	3
HP 402	Health Care Research and Statistics	3
HP 411	Health Care System Management	<u>3</u>
		15

Spring Semester

HP 421	Financial Management in Health Care	3
HP 496	Marketing in Health Care Organizations	3
SYNTHESIS	(HP 498 or Choose one from University Core Curriculum – D1)	3
	Practicum I	3
HP 402	Health Care Research and Statistics	3

RADT 404	Clinical VII – Sonography
RADT 405	Sonographic Procedures II: Obstetrics and Gynecology
RADT 406	Introduction to Sonography and Sonographic Sectional Anatomy
RADT 407	Clinical VIII – Sonography
RADT 408	Clinical VIII – Sonography
RADT 483	Clinical X – Sonography
RADT 484	Clinical XI – Sonography
RADT 485	Clinical IX – Sonography
RADT 487	Vascular Sonography

Permission by the Radiologic and Imaging Sciences Program director is required prior to enrollment in sonography courses. Interested students should contact the Radiologic and Imaging Sciences Program director.

Course Descriptions

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

387 Clinical Application of Sonography (1) Observation of all clinical duties in an ultrasound department. Basic instruction and introduction provided in the clinical setting. Competencies will be required. (Summer II & Summer III) Su

401 Sonographic Physics and Instrumentation (3) This course provides students with a detailed study of sonographic physics and instrumentation information including principles of ultrasound and its propagation through tissue, transducers, pulse-echo imaging and instrumentation, image storage and display, Doppler, artifacts, quality assurance and bioeffects. It is designed to prepare the sonography students for successful completion of the ARDMS physics and instrumentation exam through a thorough understanding of the topics listed above. Sp

402 Sonographic Procedures I, Abdomen and Small Parts (3) This course is designed to study the clinical applications within the sonographic specialty of abdomen and small parts. Topics of discussion include the correct use of all technical and medical terms that are necessary for a complete discussion of sonographic procedures within abdomen and small parts, related clinical symptoms and laboratory tests, normal vs. abnormal sonographic patterns of the anatomy studied, related disease processes and sonographic protocol for each of the exams covered in the course. By thoroughly studying and practicing the above, each student also should develop a proficiency in sonographic scanning within the specialty of abdomen and small parts. F

403 Clinical VI – Sonography (1) This course provides the students with a practicum in all clinical applications within the specialties of abdomen, obstetrics/gynecology, and vascular sonography. F, Sp, Su

404 Clinical VII – Sonography (1) This course provides the students with a practicum in all clinical applications within the specialties of abdomen, obstetrics/gynecology, and vascular sonography. F, Sp, Su

405 Sonographic Procedures II (4) This course provides the students with a study of the clinical applications with the sonographic specialties of obstetrics and gynecology. Topics of discussion include related clinical symptoms and laboratory tests, normal vs. abnormal sonographic patterns of the gravid and non gravid uterus, along with the study of fetal anomalies. F

406 Introduction to Sonography and Sonographic Sectional Anatomy (4) This course is designed to study sectional anatomy in the transverse, longitudinal and coronal planes, with emphasis on the organs of sonographic interest within the abdominopelvic cavity. F

407 Clinical VIII – Sonography (1) This course provides the students with a practicum in all clinical applications within the specialties of abdomen, obstetrics/gynecology, and vascular sonography. F, Sp, Su

408 Clinical VIII – Sonography (1) This course provides the students with a practicum in all clinical applications within the specialties of abdomen, obstetrics/gynecology, and vascular sonography. F, Sp, Su

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 sig-

nal, 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

421 Radiologic and Imaging Sciences Clinical Education Methods (3) This course focuses on clinical education principles and procedures for radiology programs. Lesson plan formation, unit plan organization, teaching strategies for the clinical educator, and evaluation methods are studied.

424 Radiologic and Imaging Sciences Practicum I (3) This course will provide students with a practicum in clinical applications within general radiography and radiology management. The student will intern as an assistant clinical instructor or assistant radiologic manager in an accredited radiology clinical site. Concurrent with the clinical practicum the student will participate in classroom instruction or internet delivered instruction. Students will share knowledge with each other concerning positive experiences and difficulties they may have encountered in their clinical practicum with each other. This co1 793 ll share cation principij will be performed under the direct supervision of a

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 these criteria may ask for reconsideration or reevaluation following successful completion of selected science and other specified courses required for the respiratory therapy program. Students currently enrolled in an accredited college or university must submit an official transcript of grades with the application.

All qualified applicants are interviewed by the respiratory therapy admissions committee. All interviews are confidential, private, and scheduled by appointment. Respiratory therapy program applicants are encouraged to participate in tours at the local hospitals to become familiar with the field. Tours can be arranged by contacting the program director prior to the April 1 deadline.

Respiratory Therapy Curriculum First Year

Fall Semester

BIOL 121	Human Anat & Phys I	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	*Clinical 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
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205 Respiratory Therapy Procedures V (1) Examines and studies the procedures, techniques, and equipment utilized in the practice of lung physiotherapy, with emphasis on the mechanics of respiration, breathing exercises, and respiratory therapy care techniques. Involves clinical practice. Su

206 Respiratory Therapy Procedures VI (3) Studies, in theory and practice, the operation, handling, and maintenance of respiratory therapy equipment, including tests and maintenance of analyzers, humidifiers, masks, catheters, cannulae, inhalators, nebulizers, respirators, ventilators, and other specialized equipment and mechanical devices. Involves clinical practice. Su

214 Pulmonary Diseases I (3) Examines the etiology, pathophysiology, physical diagnosis, and respiratory care of pulmonary problems, with physician rounds, and examination of selected patients, and discussion of commonly related clinical problems. F

222 Respiratory Pathophysiology II (1) Further explores the structure and function of the diseased lung with physician rounds and discussion of respiratory disorders. Involves clinical practice. Sp

224 Pulmonary Diseases II (1) Further explores respiratory care of pulmonary problems, with weekly physician rounds continued. Correlates with Respiratory Therapy 214. Involves clinical practice. Sp

230 Ethics And Administration (1) Presents the ethics adhered to by health professionals, describing the basic elements of organization and administration. Emphasis is on ethics pertinent to the ill person, with the examination of various hospital organizational structure and function as these relate to the respiratory therapist. F

261 Clinical Applications Of Respiratory Therapy I (3) Examines the relationship between theoretical concepts from the physician's point of view to the clinical practice of the respiratory therapist, with emphasis on emergency care and treatment, blood gas analysis, arterial puncture, and endotracheal intubation. Sp

262 Clinical Applications Of Respiratory Therapy II (2) Continuation of Respiratory Therapy 261, with emphasis on neonatology and pediatric ventilation and intubation. Sp

263 Clinical Applications Of Respiratory Therapy III (2) Continuation of Respiratory Therapy 261 and 262, with emphasis on general, thoracic, and neurosurgical conditions, 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 Respiratory Therapy 291. Sp

293 Clinical Practice Of Respiratory Therapy Procedures V And VI (1) Continuation of Respiratory Therapy 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 Respiratory Therapy 294. Sp

391 Clinical Practice Of Respiratory Therapy III (3) Provides experience in clinical respiratory therapy patient care. Emphasizes the assessment and management of patients in critical care and rehabilitation. Su

POTT SCHOOL OF SCIENCE AND ENGINEERING

Jerome R. Cain, Ph.D., *Dean*

Scott A. Gordon, Ph.D., *Associate Dean*

Henri Maurice, Ph.D., *Chair, Department of Biology*

Kathy Rodgers, 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*

Eric P. Sprouls, M.S., P.E., *Chair, Department
of Engineering*

The Pott School of Science and Engineering consists of five academic departments: biology, chemistry, engineering, 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, geology, industrial supervision, and mathematics. Minor programs are available in most areas listed as majors and in other science-related areas as well, as noted elsewhere in this bulletin. 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	

Students seeking careers as science teachers at the secondary level select the science teaching major offered by the school. This major includes the science/mathematics content courses along with 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 offers many courses in science and mathematics that students in all majors take to fulfill requirements of the University Core Curriculum, as explained elsewhere.

In keeping with its philosophy that students learn science and engineering best by *doing* science and engineering, the 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.

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.

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

114 Understanding Evolution (4) An introduction to the science of biological evolution, from the history of evolutionary thought to the concepts of modern evolutionary theory. Readings, videos, and discussions will examine the processes of organic evolution, the history of life on earth, and the impact that evolutionary thinking has had on the development of the modern Western worldview. The nature and process of science as a way of understanding will be stressed throughout. Students will gain experience with thinking and writing about scientific topics. In the lab exercises, students will apply scientific principles to formulate and answer questions and reinforce concepts introduced in lecture with hands-on experiences. (3-1) No prereq. Does not apply toward a major or minor in biology.

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 processes of living organisms, including cell structure and function, energetics, genetics, development, evolution, and ecology. Laboratories include both didactic and investigative explorations of these processes. (3-1) F, Sp, Su

151 Botany (3) Fundamentals of plant structure and function are explored in the context of plant diversity and evolution. Consideration is given to variation in plant morphological and physiological strategies for life in a different environment. A course for majors and minors in biology. (2-1) 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

176 Nutrition (3) A study of the nutrients, their availability in foods, mechanisms of digestion, absorption and assimilation into body tissues. Also included will be a study of special conditions relating to nutrition. Does not apply toward a major or minor in biology. One semester college chemistry recommended. (3-0) Sp.

208 Wildlife Biology (3) The course will address basic principles of wildlife ecology and their application in the management of wildlife populations. Topics include population growth, censusing, food habits, predation, harvesting, disease, exotic and endangered species, captive animal management, and conservation. Laboratories will include indoor and outdoor exercises in sampling, habitat evaluation, censusing, and wildlife observation. (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 envi-

ronments. Topics include energy flow, population dynamics, species interactions, community structure and development, and the use of statistics in ecological studies. (3-0) Prereq: BIOL 151 and 152. F, Sp

221 Introduction to Entomology (4) Study of insects, their structure, physiology, taxonomy, development, ecology, economic importance, and their relation to other arthropods. (3-1) Prereq: BIOL 152. F

225 Biological Literature and Communication (2) This course is an introduction to scientific communication in biology. Topics covered will include the structure of primary literature in biology and outlets for communication of new knowledge in biology, concepts of basic statistical description and inference relevant to biologists, and methods for using biological databases. Hypothesis testing and the hypothetico-deductive method also will be discussed from both the standpoints of statistics and the epistemological foundations of scientific knowledge. (2-0) Prereq: BIOL 141.

251 Environmental Conservation (3) This course is designed to introduce students to the basic scientific principles needed to understand the interdisciplinary and multinational (multicultural) nature of environmental issues and concerns. Through a series of lectures, discussions, and videotapes the student will be 793 614 -794 r792 mronmbe diserps12 -790wo

emphasis on mammals. The course will focus heavily on cellular and molecular mechanisms. Laboratories will include the use of living tissues for the purpose of demonstrating concepts covered in the lecture portion of the course. (2-2) Prereq: 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) Prereq: 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) Prereq: one course in college physiology, BIOL 334, and one course in college chemistry or consent of instructor. Sp

336 Plant Physiology (4) The course probes the major questions of plant physiologic and biochemical function at the sub cellular, cellular, tissue, and whole-plant levels of organization. Attention also is paid to the role of plant physiological response to the biotic and abiotic environment. Lecture areas include photobiology, carbon balance, transport processes, mineral nutrition and biochemical defense; laboratory investigations will combine classic demonstrations of plant physiological principles with modern and investigative studies. 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. (1.5-2.5) 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

375 Microbiology (3) The structure, physiology, identification, and significance of bacteria including an introduction to related organisms and immunology. (3-0) Prereq: 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. Prereq: 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)

482 Molecular Biology (3) Advanced topics in gene structure, expression, regulation, maintenance, and modification. Examples selected from eukaryotic, prokaryotic, and viral systems. Topics include the mapping, analysis, and manipulation of genes; the analysis and expression of genomes and proteomes; and molecular genetic applications in forensics, agriculture, industry, and medicine. (3-0) Prereq: BIOL 334, 382 and CHEM 241 or 354, or consent of instructor. Sp

490 Undergraduate Teaching (1) A course designed to give practical

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, 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.

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 II, 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 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, 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.

Chemistry (Teacher Certification)

Students who wish to become chemistry teachers at the secondary school level should declare the Science

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341 Environmental Chemistry (3) A combination field, lecture, demonstration, and laboratory course to study the collection, analysis, and effects of chemicals in the environment. Prereq: CHEM 321 and CHEM 353, or consent of instructor. (2-1) F, odd-numbered years.

351 Polymer Chemistry (3) A study of the physical chemistry of macromolecules; standard methods of polymer synthesis; chemical kinetics; and characterization and processing methods. Prereq: CHEM 354 and CHEM 461 or consent of instructor. (2-1) Sp, odd-numbered years.

353 Organic Chemistry I (4) A development of the fundamentals of aliphatic and aromatic organic chemistry with special emphasis on structure and mechanism. Structure, nomenclature, and physical properties of all organic functional groups are included. Prereq: CHEM 262. (3-1) F, Sp, Su

354 Organic Chemistry II (4) A continuation of CHEM 353 including alicyclic and aromatic compounds. Prereq: CHEM 353. (3-1) F, Sp

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 school and interviewing skills. Prereq: CHEM 319, 418, 418 F and 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. Prereq: 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. Prereq: 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. Prereq: 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 or consent of instructor. (3-1) Sp

453 Advanced Organic Chemistry (3) Advanced course in organic chemistry in which selected topics will be examined. Prereq: CHEM 354. (2-1) Sp, even years.

461 Physical Chemistry I (4) Introduction to kinetic molecular theory, chemical thermodynamics, and kinetics. Students will explore the development of these theories from fundamental principles using multivariable calculus. Selected results from statistical mechanics also will be included. Laboratory work is designed to engage students in practi-

cal application of these theories and to expand their understanding of formal scientific communication. Prereq: CHEM 321, MATH 330, and PHYS 206. MATH 335 is recommended but not required. (3-1) F

462 Physical Chemistry II (4) Introduction to the theory of quantum mechanics including its applications to spectroscopy. As a continuation of 461 this course also will contain selected topics in thermodynamics and statistical mechanics. Students will explore the development of quantum mechanics from fundamental postulates using multivariable calculus. Laboratory work is designed to engage students in practical application of theoretical principles and to expand their understanding of formal scientific communication. Prereq: CHEM 461. MATH 335 is recommended but not required. (3-1) Sp

490 Undergraduate Teaching Experience in Chemistry (1-3) Course designed to provide students with practical exposure to and experience with the college teaching profession. Students will work closely with individual faculty to learn and experience first-hand the range of duties performed by college professors in chemistry. Students will assist faculty in activities such as laboratory instruction, exam preparation, grading, and development of course materials and exercises. Intended for academically-talented chemistry majors who aspire to careers in the professorate or high school teaching. Tuition waiver provided. Prereq: Junior or senior standing plus consent of supervising instructor and department chair. This course does not satisfy any requirement in the Core Curriculum and will not be counted toward the chemistry major. F, Sp, Su

499 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, Su

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 USI 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.

GEOG 330 World Geography
GEOL 161 Physical Geology
GEOL 131 Geology, the Environment and Society

Six additional credit hours of 300- or 400-level courses in anthropology, economics, history, or political science must be selected to reach the required total of 25 credit hours.

Geology and Geography Courses that Satisfy University Core Requirements

GEOL 101 Prehistoric Life (C3)
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)

Earth/Space Science (Teacher Certification)

Students who wish to become earth/space science teachers at the secondary school level should declare the Science Teaching major (described elsewhere in this bulletin) and elect either the single- or dual-licensure option for earth/space science. The content course requirements that lead to teaching licensure in earth/space science are as follows:

Single Licensure Option

GEOL 161 Physical Geology (4)
GEOL 162 Historical Geology (4)

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

Geology

101 Prehistoric Life (3) Scientific study of the history of life on earth with emphasis on higher vertebrate groups such as reptiles and mammals. Discussion of current theories of dinosaur habits and mass extinction. No prereq. (3-0) UCC, F

115 Landscapes and Geology of North America (3) A study of the geography and geology of North American landscapes with special reference to the United States. Factors in landscape development, including climate, vegetation, erosion, glaciation, tectonics, and human influences are explored in the context of specific 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, 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

234 The Oceans: Past, Present, and Future (3) Origin and history of the oceans, including evolution of ocean basins and sea water; causes and effects of oceanic circulation; interaction of oceans and climate; the oceans as a habitat for life; and challenges of protecting oceanic environments. Problems in exploiting the oceans for mineral wealth and food. Effects of global warming and rising sea level. Prereq: GEOG 112 or GEOL 161, and working knowledge of basic chemistry and biology. (3-0)

301 Mineralogy (4) Systematic lecture and laboratory study of minerals, including their chemical composition, atomic structure, physical properties, and conditions of formation. Laboratory emphasizes crystallography, optical properties, and hand specimen identification of common rock-forming and economic minerals. Prereq: GEOL 161, CHEM 261, or consent of instructor. (3-1) F

302 Igneous and Metamorphic Petrology (4) Classification, composition, texture, and origin of igneous and metamorphic rocks. Hand specimen and thin section studies. Prereq: GEOL 301. (3-1) Sp

315 Paleontology (4) Study of geologically important fossil groups, including macroscopic invertebrates, micro fossils, and trace fossils, emphasizing classification paleoecology and biostratigraphy. Laboratory stresses identification of fossils in hand specimen and under the microscope. Prereq: GEOL 161. (2-2) F

316 Sedimentology and Stratigraphy (4) Lecture and laboratory study of composition, texture, description lithologic classification, correlation, and paleoenvironmental interpretation of sediments and sedimentary rocks. Use of subsurface data including cores and geophysical well logs. Laboratory includes thin section and field studies. Prereq: GEOL 162. (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. Prereq: MET 241 Fluid Mechanics or consent of instructor. (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. Prereq: 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

407 Geomorphology (4) Discussion of surface processes and landforms created by those processes. Emphasis on the evolution of landforms and the interpretation of their origins. Major topics include tectonism, volcanism, weathering and pedological applications, fluvial, eolian, coastal, karst, and glacial processes. Course includes semester-long research project applying geomorphological concepts to topics in geomorphology. Prereq: GEOL 162 and GEOL 302, or permission of instructor. Recommended: GEOL 316. (3-1) F

411 Geology of Soils andforms

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. Prereq: GEOL 161, MATH 230, PHYS 176 or 206. (2-1), on demand.

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. Prereq: GEOL 161, CHEM 261, MATH 230, or consent of instructor. (3-1) F

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. Prereq: GEOL 161 or GEOG 112, CS 161 or MATH 230. (2-1), on demand.

475 Remote Sensing and Image Analysis (3) Elements of airborne and space borne remote sensing systems, including aerial photography, radar, thermal, and multi Spectral. Emphasis on use of remotely sensed images for geological mapping, environmental monitoring, resource assessment, and land use. Prereq: GEOG 112 or GEOL 161, PHYS 176 or 206. (2-1), on demand.

481 Advanced Environmental Geology (4) Selected topics dealing with environmental geology, Earth resources, and land use. The course is conducted as group discussions centered on current and classical literature followed by field experiences. Extensive individual investigation is required. Prereq: GEOL 162 and consent of instructor. GEOL 441 is recommended. (3-1) UCC, Sp

490 Seminar in Geology (1-3) Selected topics of current interest in the geologic community. Prereq: consent of instructor. F, Sp, Su

499 Independent Research (1-4) Individual research problems in an area of common interest to student and instructor. May involve field and laboratory activities, as well as literature surveys. Final report required. Prereq: consent of instructor. F, Sp, Su

Engineering

The B.S. in Engineering is a practical, flexible engineering program which requires a solid foundation in mathematics, physics, chemistry, and communications as well as the engineering science core. A total of 127 hours are required in the four-year BS in Engineering program. Fifteen hours of mathematics through Differential Equations, and 14 hours of chemistry and physics are required. All engineering students also must complete the University of Southern Indiana core requirement (35 hours). At least 60 hours of engineering courses are required – 33 hours of engineering core classes including Design I and II, Statics, Dynamics, Strength of Materials, Electrical Circuits and Fluid Mechanics, and 30 hours of engineering electives which can be taken in three areas of interest: civil, electrical, or mechanical.

An engineering student can be enrolled in either the four-year or five-year track, depending on the student's mathematical proficiency at the time of entrance to the program. The five-year track is for students who enter USI not prepared for Math 230 (Calculus I) in their first semester. This track comprises 138 to 141 hours, adding five hours of mathematics courses necessary to raise the student's mathematical abilities to the required level and six to nine hours of engineering courses designed to study to rain2urthe UniversitD ciussi advraorsal.theFlueeale is fo(engi

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standing of human relationships and in learning to work with others as a member of an engineering team. Individual growth is enhanced by the realization that, in addition to demonstrating theoretical knowledge, one also is learning to become an integral part of the working interrelationship between the academic and professional

**Recommended Curriculum for Bachelor of Science in Engineering Degree
Five-Year Program**

Fall Semester		First Year		Spring Semester	
ENGR 103	Prin. of Problem Solving	3	ENGR 104	Applied Prob. Solving	3
MATH 118	College Algebra & Trig	5	MATH 230	Calculus I	4
ENG 101	Rhet. & Comp I	3	SPCH 101	Intro. to Public Speaking	3
PHYS Elective or	UCC C2	3	UCC C2		3
UCC B3		1	UCC B3		<u>1</u>
ENGR 101	Engr. Orientation	<u>0</u>			
		15			14
Fall Semester		Second Year		Spring Semester	

Course Descriptions

ENGINEERING CORE

101 Engineering Orientation (0) One hour lecture. Presentation and discussion of current professional engineering topics by faculty and guest lecturers. Student club meetings also are held during this class period. Required of all new full-time engineering students. No prereq.

107 Introduction to Design I (2) Six hours lab. This course is the first in a two-course design sequence. It introduces first-year engineering students to engineering and design by previewing core engineering topics such as mechanics, circuits, and thermodynamics. The course also introduces students to computer programming using Visual Basic, graphics, and AutoCAD. Prereq: MATH 230 or consent of instructor.

108 Introduction to Design II (2) Six hours lab. This course is the second in a two-course design sequence for first-year engineering students. The course focuses on team-oriented, hands-on engineering projects using both reverse and forward design. Students will use both Microsoft Project to manage projects and AutoCAD for the computer-aided design of projects. Students also will document and defend their projects. Prereq: ENGR 107.

225 Thermodynamics (3) Three hours lecture. Introduction and application to the laws of thermodynamics; analysis of closed and open systems; introduction to heat transfer, carnot principle, engine power plants, and refrigeration applications. Prereq: PHYS 205 and MATH 230.

235 Statics (3) Three hours lecture. Fundamentals of engineering mechanics including forces acting on bodies at rest as they apply to equilibrium of coplanar force systems, analysis of frames and trusses, non-coplanar force systems, friction, centroids, and moments of inertia. Emphasis is placed on drawing a free-body diagram, determining the equilibrium equations, and developing a logical scheme for complete analysis of an engineering statics problem. Prereq: PHYS 205 and MATH 230.

255 Electric Circuits (4) Three hours lecture, three hours lab. Introduction to electric circuit theory and analysis for engineering majors. Topics covered include D.C. Circuits, A.C. Circuits, mesh and nodal analysis, Norton's and Thevenin's equivalent circuits, source conversions, impedance calculations, maximum power transfer, phasor and sinusoidal steady state responses. Prereq: MATH 230 and PHYS 206.

275 Dynamics (3) Three hours lecture. Kinematics and kinetics of particles and rigid bodies using vector analysis. Topics include: force, mass, acceleration, work and energy, impulse and momentum, phasor and sinusoidal steady state responses. Prereq: MATH 230 and PHYS 206.)

422 Geotechnical Engineering Design (3) Three hours lecture. Topics that will be studied include bearing capacity, isolated and combined footing design, lateral earth pressure, retaining wall design, pile and pier design, slope stability, and design of foundations for seismicity. Professional and ethical responsibility and legal ramifications of design problems also will be considered. Prereq: ENGR 321.

426 Steel Design (4) Three hours lecture, three hours lab. Design of steel structures for tension members, beams and columns, bolted and welded connections, including plate girders using the latest LRFD specifications. Prereq: ENGR 325.

427 Reinforced Concrete Design (4) Three hours lecture, three hours lab. Design of reinforced concrete structures for bending, shear and diagonal tension, axial load and bending, development lengths and splices, including retaining walls and reinforced concrete foundations. Prereq: ENGR 325.

428 Environmental Engineering and Design (4) Three hours lecture, three hours lab. Study of environmental systems, water/air/soil resources, environmental legislation, and design of pollution control equipment. Topics include legislation review, water chemistry, water

364 Engineering Materials (3) 3 hours lecture. Design and analysis of mechanical systems considering theories of static failure, fatigue, impact loading, and fracture mechanics; with a special emphasis placed on material selection. Prereq: ENGR 355.

365 Mechanical Systems and Controls (3) 3 hours lecture. Mathematical and computer modeling of dynamic systems. Standard feedback control formulation. Transient and sinusoidal steady state analysis. Prereq: ENGR 275.

463 Heat Transfer (3) 3 hours lecture. An investigation into heat transfer and the formulation of the fundamental principles and laws that govern conduction, convection, and radiation for both steady state and transient conditions with their application in the analysis

INDUSTRIAL SUPERVISION

Baccalaureate Degree

The Industrial Supervision Program has been developed to prepare a high quality professional supervisor of employees in an industrial setting. The program is a blend of a basic technical core, the business core courses and a series of technical and management courses designed to produce graduates for a variety of supervisory positions in industrial enterprises. Industrial Supervision graduates are prepared to seek employment as foremen, plant/maintenance supervisors, production supervisors, project coordinators, quality control specialists, technical service and sales representatives, technical writers, and many other related positions.

FIRST YEAR

First Semester

ENG 101

Rhet. & Comp. I*

3

Second Semester

ENG 201

Rhet. & Comp. II*

3

Mathematics

All students who enroll in math classes at USI are given an opportunity to increase their level of mathematical knowledge, to improve their analytical and problem-solving skills, and to develop an appreciation for the applicability of mathematics. Since the mathematical requirements of the student population differ depending on the individual's particular educational goals, the Department of Mathematics has designed a variety of programs of study as well as specific courses to meet these needs. Programs are offered for students in three distinct areas: students seeking a major or minor in mathematics or mathematics teaching, science teaching with dual certification in mathematics, or an elementary education major seeking an elementary and junior high/middle school math minor; students requiring a course to satisfy the mathematics component of the University Core Curriculum; and students completing a program of study outside the Department of Mathematics, but having one or more mathematics requirements within their major.

Students are only permitted to enroll in those courses for which they have successfully fulfilled all of the prerequisites. After a student has completed a course successfully, he or she may not enroll in a prerequisite course without the approval of the chair of the department. Entering freshmen may take advanced placement tests and receive credit by examination in certain specified courses. For further information, students should contact the Office of Admission.

The mathematics component of the University Core Curriculum may be satisfied by a number of courses or by successfully passing a proficiency exam. A passing score on the proficiency exam fulfills the UCC math requirement; however, academic credit hours are not earned by passing this exam. This exam is administered six times per year through Academic Skills for a nonrefundable fee and may be taken only once.

Degree Programs

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108 Survey of Mathematics (4) A survey of contemporary topics in

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. Sp

414 Modern Abstract Algebra II (3) Rings, integral domains, fields, quaternions, including discussions of characterizations of integers, embedding theorems, polynomials, and extension fields. Prereq: MATH 412.

426 Point Set Topology (3) Definition and properties of a topological space; continuous functions, and homeomorphisms, various topological properties such as compactness, separation, and connectedness; metric spaces. Prereq: 15 hours of mathematics or consent of instructor.

432 Advanced Calculus (3) Functions of several variables, transformations, multiple integrals, line and surface integrals, infinite series. Prereq: MATH 335.

433 Differential Equations (3) Solutions to and applications of linear differential equations of order $n(n \geq 1)$ and linear systems of differential equations. Prereq: MATH 335 (may be taken concurrently). Sp

434 Advanced Differential Equations (3) Solutions to non-linear and partial differential equations with an emphasis on numerical methods and techniques utilizing orthogonal functions. Prereq: MATH 433.

437 Numerical Analysis (3) (Dual listed as CS 437) A survey of current methods in numerical analysis. Topics will include polynomial approximation and interpolation, numerical differentiation and integration, numerical solutions of differential equations, functional approximation, solution of linear and nonlinear equations, and matrix methods for inverse and eigenvalue problems. Prereq: 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. Prereq: MATH 335 and 438. Sp

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)

Course Descriptions

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

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example (3-1) indicates three credit hours lecture, one credit hour laboratory. (one credit hour of lab usually equals two contact hours.)

Astronomy

201 General Astronomy (4) An introduction to the basic concepts in astronomy. Use of the telescope and exercises in uranography are stressed. No prereq. Sophomore standing (3-1).

Physics

101 Introduction to the Physical Sciences (3) Lectures and demonstrations of physics at a primarily conceptual level. Basic problem solving and the scientific method are introduced. Topics covered include Newton's Laws, energy, momentum, light, electricity, magnetism, thermodynamics, fluids, and selected topics from modern physics. (3-0)

175 General Physics I (4) Review of metric system and vectors, the laws of motion and applications, work and energy, states of matter and molecular properties, heat and thermodynamics. Calculus is not employed in the course. Prereq: MATH 111 and 112; or MATH 118 or placement test into MATH 230. (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. (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. Prereq: 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)

311 Electric Circuit Theory (2) Direct current circuit theory. Alternating current circuit theory utilizing both methods of phasors

and complex numbers. Problem solving is emphasized. Prereq: PHYS 206, MATH 230. (2-0)

314 Electronics Laboratory (3) Experimentation will be devoted to fundamental measurements of properties of electronic elements and electronic circuits. Circuits for rectification, amplification, signal generation, and logic function will be included. (0-3)

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)

total number of science/math content hours to 51. Specific
content course requirements for the single- and dual-licen-chemistry,cen-

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*

Bachelor of General Studies

Information Technology Studies

Required Courses	Hours
CS 111 Introduction to Programming Logic *Programming Language Sequence	3 6
CIS 151 Computer Applications in Business	3
CIS 261 Advanced Microcomputer Applications	3
CIS 315 Management Information Systems	3
ACCT 201 Accounting Principles I (Financial Acct)	3
ASBE 231 Business Communication	3
Directed 300/400 level electives	6
TOTAL HOURS	30

*The programming language sequence could include any of the language sequence currently offered or which might be taught in the future. The current offerings include:

COBOL	CS276 & 376
RPG	CS 257 & 357
Visual Basic	CS 288 & 388
JAVA	CS201 & 301

Organizational Communication Studies

Required Courses	Hours
CIS 151 Computer Applications in Business	3
MNGT 141 Introduction to Business	3
SPCH 101 Introduction to Public Speaking or	
SPCH 107 Interpersonal Communication*	3
ASBE 231 Business Communications	3
MNGT 201 Survey of Management	3
SPCH 312 Interviewing: Principles & Practices	3
SPCH 314 Organizational Communication	3
SPCH 420 Seminar in Organizational Communication	3
Directed 300/400 level electives	6
TOTAL HOURS	30

*One course may count as a core curriculum requirement, the other may be used to satisfy the concentration requirement.

For additional information, contact Extended Services at 812/464-1863 or visit www.usi.edu/extserv/bgs/index.asp.

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 he BaStuprial /bgcJ5.35 -perience rele- res op3(3) Stutivd-nt

tary problems. Students will experience an introduction of fundamental leadership concepts, and examine factors that influence leader and group effectiveness. Designed to teach the basic soldier skills and squad level tactical operations. Student involvement in briefings and hands on practical exercises. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. No prereq. Sp

MS 201 Advanced Leadership and Management (2) Develops basic leadership abilities and management skills through instruction and hands on practical exercises. Introduces principles and techniques of effective written and oral communication. Teaches practical leader skills and examines the principle of subordinate motivation and organizational change. Student will apply leadership and problem solving to a complex case study/simulation. Class is designed to develop individual team skills, decision-making abilities, test basic tactical proficiency skills as well as improving planning and organizational skills both in and out of the classroom environment. Teaches hands on soldier skills and squad level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. No prereq. F

MS 202 Leadership, Tactics and Officership (2) Further develops leadership skills by focusing on conventional basic squad and small unit tactics and introduces student to the basic tactical principles of maneuver. Examines the roots of national and Army values, and better citizenship. Allows student to apply principles of ethical decision-mak-

ment of leadership poteSpevsullstial throughs the ro practical exercises both in andut of the classroom. No prereq. F

Dr. Charles Harrington, Ph.D., *Assistant Vice President
for Academic Affairs*

Mark Razor, M.A., *Acting Director of University Division*

The University Division coordinates a variety of academic programs and services, including academic support services for all USI students and academic advising for students without a declared major or classified as non-degree, 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

classes that have proven to be difficult. By participating in SI where it is offered, students 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 struc-

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 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 Public Administration, Master of Science in Accountancy, Master of Science in Education, Master of Science in Industrial Management, Master of Science in Nursing, Master of Science in Occupational Therapy and Master of Social Work.

Graduate Academic Fields

School of Business

- Accountancy
- Business Administration

Bower-Suhrheinrich School of Education and Human Services

- Elementary Education
- Secondary Education
- Social Work
- Transition to Teaching-Elementary
- Transition to Teaching-Secondary

Pott School of Science and Engineering

- Industrial Management

School of Liberal Arts

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

School of Nursing and Health Professions

- Acute Care Nurse Practitioner
- Clinical Nurse Specialist
- Family Nurse Practitioner
- Geriatrics Nurse Practitioner/Clinical Nurse Specialist
- Health Administration
- Nursing Educator
- Nursing Management and Leadership
- Occupational Therapy

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.

Initial Steps by Applicants

A student seeking admission to graduate study must submit the following materials to the Office of Graduate Studies:

- All requested application materials, including a completed application form provided by the Office of Graduate Studies, accompanied by a \$25 non-refundable one-time application fee made payable to USI, at least one month prior to entry date sought. Some programs require an earlier submission date.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- All other admission credentials required by the particular program for which admission is sought.

Regular Admission Requirements

The following standards have been established for regular admission to a program of graduate study leading to the master's degree:

- Graduation with a bachelor's degree (minimum cumulative GPA 2.5) from a college or university accredited by the North Central Association of Colleges and Schools or a comparable association.
- A minimum grade-point average of 3.0 in all courses taken at the graduate level at all schools attended.
- An undergraduate record that provides adequate preparation to begin graduate study.
- Satisfactory performance on the Graduate Record Examination, PRAXIS I test, or Graduate Management Admissions Test when required.
- Any other requirements for admission that have been established and approved by the Graduate Council.

Conditional Admission

Admission to graduate study on a conditional basis may be granted. One or more of the following factors may be involved when conditional admission is granted:

- A student who has undergraduate deficiencies in the area in which graduate work is desired may be granted conditional admission to graduate study. Undergraduate work needed to make up deficiencies may be a necessary part of the student's program. Such work will not carry graduate credit. Nor will it count as credit toward a graduate degree. In general, graduate-level courses taken to make up deficiencies will not apply toward the minimum number of hours required for the degree.
- University seniors who qualify for enrollment in a limited amount of graduate work may be granted conditional admission.
- When a student's credentials have not yet been reviewed, conditional admission may be granted.
- Students whose native language is not English may be admitted on the condition that evidence of adequate English proficiency is provided prior to registration.
- The student whose preparation, academic record, or program requirements do not merit regular admission may be granted conditional admission.
- Students admitted conditionally must receive a B average in their first six hours in the graduate program. A student admitted conditionally who earns an Incomplete in the first two courses must remove the Incomplete before enrolling in additional coursework.

International Students

International students are subject to all requirements for admission to graduate studies. Application for admission should be made at least six months prior to the date of anticipated enrollment. Admission credentials must include:

- An application for admission.
- Payment of the application fee.
- An official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate or graduate work; transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. The records should show a complete list of courses taken, grades received, and any diplomas or certificates earned. They also should indicate the number of credits awarded for each course or the number of hours of classroom, lecture, and laboratory and include information about the school's grading scale.
- Supplemental information form for international students which includes a financial summary stating amounts and sources of support for the duration of study.
- Verification of English competency.

English competency is established by achievement of a minimum of 500 on the paper-based Test of English as a Foreign Language (TOEFL) or 173 on the computer-based exam. 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.

Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript. Where colleges and universities routinely issue transcripts in English, those documents can be accepted as official; otherwise we require foreign language originals with an English translation.

English translations of all foreign language educational documents must accompany the originals. Translations should follow the same format as the foreign language original. The accuracy of the translation must be certified either by an appropriate officer at the issuing school or by an appropriate government officer at the Ministry of Education, consulate, or embassy.

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

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

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

Graduate students who receive financial assistance at the University of Southern Indiana must maintain reasonable academic progress toward the achievement of their degree. While certain scholarship and grant programs have more stringent requirements, this policy sets the minimum standards for evaluating reasonable academic progress for graduate-level federal and state programs.

Enrollment in Graduate Program

Financial aid recipients must take only courses which apply to their graduate program. Prerequisite undergraduate courses do not count toward enrollment status for graduate-level financial assistance. Special students and guest students are not eligible for assistance.

Cumulative Grade Point Average

Financial aid recipients are required to maintain a minimum cumulative grade point average of 3.0. Graduate students who do not meet this requirement will be ineligible for assistance.

Mitigating Circumstances

If a student's failure to maintain reasonable academic progress is a result of illness, family circumstances, or other conditions beyond the student's control, the student may appeal to the Financial Aid Advisory Committee for a waiver of this policy. All such appeals must be submitted within 60 days of the end of the term in question and documentation by a third party (e.g., doctor, counselor, or attorney) will be required when applicable. Appeals should be sent to the following address: Student Financial Assistance Advisory and Appeals Committee, Office of Student Financial Assistance, University of Southern Indiana, 8600 University Boulevard, Evansville, IN 47712.

Students will receive a written response to their appeal within 45 days. Appeals submitted less than 30 days prior to the start of a term for which assistance is desired may not be processed before tuition and fees are due. Students must be prepared to pay their tuition and fees pending the outcome of their appeal.

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 10th 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.

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.

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.

-
- Must be accepted and enrolled at USI.
 - May enroll in any undergraduate or graduate degree program.
 - May enroll on a full-time or part-time basis.
 - Shall be subject to the same admission standards as resident students.
 - Shall be assessed tuition and fees at resident student rates.

Child of Disabled or Deceased Veteran (CDV). State universities in Indiana waive certain fees for children of a service-connected disabled or deceased Veteran. The veteran must have received an honorable discharge and the student must be classified by USI as an Indiana resident for tuition purposes. At USI, 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 the time the parent served as a POW or was declared MIA. Contact the Student Financial Assistance Office for applications and information.

Child of Indiana Police Officer or Firefighter Killed in the Line of Duty. State universities in Indiana waive certain fees for the children of Indiana police officers or firefighters killed in the line of duty. USI waives the contingent fee for a maximum of 124 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.

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 Service, and Academic Facilities Fees

Indiana residents who are graduate students pay a combined contingent, student service, and instructional facilities fee of \$166.25 per semester hour.*

Non-Resident Fees

Non-resident graduate students pay an additional \$167 per semester hour.*

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

Refunds and Special Fees

Application Fee. Students submitting an application for graduate studies, programs, non-degree seeking or guest status must remit a \$25 non-refundable one-time application fee made payable to USI.

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

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

Computer Lab Fee. A charge of \$35 is made to all students enrolling in selected laboratory/studio courses. These charges and courses are identified at each registration period.

Health Professions Insurance. Students enrolled in courses that involve coursework with direct patient care are assessed a \$15 fee.

Distance Learning Fee. Students who are enrolled in distance education courses are assessed a fee of \$30 per credit hour. Distance education courses may also have additional fees that are course specific.

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 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 \$15 late payment penalty.

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

Supervised Teaching Fee. Students who have not completed 40 semester hours of work at the University of Southern Indiana may be charged an additional special fee of \$12 per semester hour when registering for supervised teaching courses.

Refund Policy (fall and spring semesters). Students who drop one or more courses during the first week of a semester will receive a 90 percent refund of fees; during the second week an 80 percent refund; during the third week of a semester a 70 percent refund; 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.

Refund Policy (summer sessions).

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 bulletin. It also is available from the Office of Student Life.

Enrollment and Registration

Registration for graduate work that is to be applied toward a degree requires a valid current admission to a graduate program.

When all conditions for registration have been met, students can 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.

Auditing Graduate Classes

Only appropriate undergraduate courses may be open for audit. Graduate courses are not appropriate for audit. No graduate course may be audited.

Student Load

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 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 master's or higher-level study by the North Central Association of Colleges and Secondary Schools or a comparable regional accrediting association. The total average in such study must be B or above and no grade lower than B will be accepted. All transfer work must be approved in advance by the student's graduate advisor and by the director of Graduate Studies.
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.

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 USI graduate courses taken (courses numbered 500 and higher) except graduate survey prerequisite courses 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.
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 expomea9 sc-0.alidation peti-

withdrawn from their class. The students so notified will be given until the end of the seventh week (mid-term) to meet with their instructors to resolve the situation. The instructor of the class may complete the process of an administrative withdrawal of the student (at mid-term) if the situation is not resolved.

General Student Policies

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

Grading

The following grading standards apply to graduate work:

Grade	Type of Graduate Work
A	Excellent
B+	Above average
B	Average
C+	Below average
C	Below average (minimal passing grade for graduate credit)
F	Failure

In computing scholastic averages, the following point ratios are used: A = 4.0, B+ = 3.5, B = 3.0, C+ = 2.5, C = 2.0. An average of at least 3.0 is required to remain in good standing. This is to be considered the minimum graduate program requirement and may be higher in specific programs.

In general, incomplete grades may be given only at the end of a semester or term to those students whose work is passing but who have left unfinished a small amount of work – for instance, a final examination, a paper or a term project – which may be completed without further class attendance, or to students who have unfinished theses or graduate research projects. Course instructors may, at the time the incomplete is given, place a time limit for removal of an incomplete grade. The instructor must submit to the Registrar's Office a statement describing the work to be completed by the student receiving an incomplete grade. In the event that the instructor from whom a student received an incomplete grade is not on campus, the disposition of a case involving an incomplete grade resides with the appropriate 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 F, although the hours attempted are included in the computations. No points are recorded for an S or U, and the

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Students may also add or drop courses online via Campus Pipeline. Refer to the Schedule of Classes for processing information.

- b. A student who completes the early registration and fee payment process will have an additional opportunity to make schedule changes. Refer to the Schedule of Classes for available dates. Only the student's signature is required.

2. During the first week of the term (90 percent credit*):

- a. A student may add or drop *full term* courses online via Campus Pipeline. 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*): Online schedule changes via Campus Pipeline 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 the term 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 the Cashier's Office.

Schedule Changes-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 online via Campus Pipeline. Refer to the Schedule of Classes for processing information.

2. During the first two days of the term (90 percent credit*):

- a. Students may add or drop *full term* courses online via Campus Pipeline. 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*):

Online schedule changes via Campus Pipeline 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

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 online via Campus Pipeline. Online withdrawals are not available beyond the first two days of the term. Refer to the Schedule of Classes for 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 complete an exit counseling session with the Student Financial Assistance Office (www.usi.edu/finaid). Failure to complete the exit counseling session 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 made 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 pro-

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FIELDS OF STUDY

Master of Arts in Liberal Studies **812/465-7015**

Program Objectives

The Master of Arts in Liberal Studies provides a post-graduate credential for individuals who seek personal enrichment and whose careers would be enhanced by a formal course of graduate study, but who prefer an interdisciplinary approach. The program is a viable alternative for educators seeking professional development and for meeting state license renewal requirements. In sum, the program provides an opportunity for individuals from a variety of careers to acquire graduate-level skills and knowledge from the perspective of several academic disciplines. The program could be an appropriate step toward further degree work in doctoral interdisciplinary programs, as well as traditional doctorates that prefer interdisciplinary master's work.

Admission Requirements

To be considered for admission to the MALS program, the applicant must submit:

- An application to Graduate Studies.
- \$25 non-refundable application fee.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from

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III. Capstone Experience (six hours)

In addition to working with the student in developing a coherent course of study, the graduate advisor also will help the student decide on the appropriate Capstone Experience.

- A. **Capstone Project.** About midway through the program, each student who chooses this option should have proposed a project topic and have had that topic approved by the graduate advisor. The project must be of a nature to warrant six hours of graduate credit. Each project will be thoroughly evaluated and approved by at least two members of a committee consisting of the student's advisor and two other members of the graduate faculty. In general, the projects should yield a written piece of work, although products such as artistic creations and computer programs also may be acceptable. Interested students will be encouraged to develop capstone projects, which could contribute in some meaningful way to the community. The project will stress problem solving and knowledge application and synthesis. Students under this option may also write and present two essays for formal examination. These essays would be similar to a more traditional master's thesis and would normally consist of revised and expanded work from previous courses.
- 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 and 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 is taken in the final semester.

Master of Business Administration 812/464-1926

Program Objectives

The University of Southern Indiana Master of Business Administration (M.B.A.) degree is a graduate program designed to assist students in acquiring the knowledge and experience necessary to become future business leaders. The MBA program provides competencies in several major areas, including:

- An in-depth understanding of the functional fields of business and their interrelationships in complex organizations.
- Experience with applied quantitative and behavioral tools of business analysis and decision-making.
- Understanding applied quantitative, qualitative, and behavioral tools of business analysis and decision-making.
- The ability to think critically and creatively within a global business context.
- A heightened sense of ethical considerations in decision-making within the business world.
- Improved communication and decision-making skills through utilization of information technology.

Admission Requirements

The MBA program seeks students of demonstrated aptitude and scholarship. A student's Graduate Management Admission Test (GMAT) score, undergraduate academic achievement, leadership potential, and professional work experience are considered when making admission decisions.

Students must take the GMAT, the standardized national admissions test for graduate business programs.

To be considered for admission to the MBA program, the applicant must submit:

- An application to Graduate Studies.
- \$25 non-refundable application fee.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.

- GMAT score.
- A summary of all professional experience.

All admission materials should be submitted to the Office of Graduate Studies, University of Southern Indiana, and should be received at least one month prior to the entry date sought. No admission decisions will be made until all required documents have been received.

Admission Requirements for International Students

International students are subject to all requirements for admission to the Master of Business Administration program. Application for admission should be made at least six months prior to the date of anticipated enrollment.

C. Graduate Core - 30 credit hours

The USI MBA curriculum is designed to provide the educational foundation crucial for success in today's dynamic business world. For most students with undergraduate business degrees the MBA program consists of ten, three-hour courses. Students with degrees in fields other than business may need to take up to 18 hours of survey courses to prepare them for the rigors of the following core classes:

MNGT 611	Leadership Skills
ACCT 601	Accounting for Decision Making & Control
BLAW 618	Legal and Social Environment of Business
CIS 601	Information Systems and Technology
DSCI 601	Operations Research and Management
ECON 601	Managerial Economics
FIN 601	Financial Management and Financial Markets
MKTG 601	Marketing Strategies
MNGT 601	Organizational Behavior and Human Resource Management
MNGT 681	Strategic and International Management

D. Retention

No more than two grades below a B in graduate courses (600-level) will be accepted toward the M.B.A. degree. Upon receipt of the third grade below a B in any three courses taken for graduate credit, the student will be academically dismissed from the program.

Students must maintain at GPGPA of 3.0 to remain in good standing in the program. In the event that a student's GPGPA falls below 3.0, the student will be placed on academic probation. See the Graduate Studies section of the Bulletin for details on academic probation.

A student who is academically dismissed may appeal to the School of Business Graduate Committee.

Focus and Benefits

The mission of the MBA program at USI is to offer a program of the highest quality and to award graduates a degree recognized throughout the United States and around the world.

The USI MBA program is accredited by AACSB International-The Association to Advance Collegiate Schools of Business, the most prestigious accreditation

available to Schools of Business throughout the world. All courses are taught by academically qualified faculty (holding the highest degrees available in their fields) who, through their scholarly work and consulting activities, are at the forefront of their disciplines.

What can an M.B.A. degree do for me?

Some of the major reasons for obtaining a USI M.B.A. include:

- Enhancing management training for someone with a technical background and a desire to broaden career opportunities into managerial ranks.
- Providing career change and/or advancement options.
- Providing a professionally challenging and intellectually stimulating experience.
- Furthering one's interpersonal skills, opening new doors, and preparing effective managers.
- Interacting with students from diverse backgrounds, creating stimulating classroom experiences, and promoting invaluable networking opportunities.

Letter from the Program Director

The USI Master of Business Administration Program (MBA) is designed to provide the essential background that all executives need to be successful. Everything that we do is focused on providing our students with the knowledge and skills they need to become the business leaders of the future. To this end we are committed to providing our students with a professional experience that will assist them in accomplishing their long-term career goals and aspirations. Our students are equipped to shape the future of business in a global economy.

Through the use of experiential exercises and activities that foster, enhance, and develop essential managerial skills and capabilities, students gain valuable hands on experience with the perplexing problems confronting organizations of the 21st century. The MBA program is more than just an education; it is an experience that will have a long-lasting impact on students and the organizations for which they work.

MBA Program Designed for Working Professionals

We are aware that acquiring an M.B.A. degree requires a major commitment of time and effort on the student's part. Given the great value attached to the M.B.A. degree hard work is to be expected. The M.B.A. degree requires the completion of 30 hours of graduate-level coursework for students with undergraduate business degrees. Part-time stu-

dents with undergraduate business degrees can expect to complete the program within two years. Full-time students may complete the program in as little as one year.

USI's MBA program is specifically designed to meet the unique needs of the working professional. To meet the needs of our students USI provides:

- Convenient evening classes for the working professional; classes start at 6 p.m.
- Prerequisites courses for non-business undergraduate majors.
- Online courses for flexibility.
- A summer course schedule to help expedite progress through the program.
- Evening advising and administrative assistance.

Master of Health Administration **812/461-5329 or 812/461-5217**

Program Objectives

The School of Nursing and Health Professions offers a Master of Health Administration (MHA) advanced degree online with selected on-campus weekend meetings. Students can complete the program in seven semesters over a two-and-one-half-year period.

The MHA Program prepares students for a wide variety of leadership positions in the fast-growing public and private healthcare sectors, including careers as executive and middle-level managers, planners, policy analysts, and consultants. Typical healthcare opportunities include positions in hospitals, long term care facilities, physician practices, health insurance, pharmaceutical companies, consulting firms, government, and local or regional public health agencies.

The mission of the Master of Health Administration program at the University of Southern Indiana is to educate students for leadership roles in health care for the 21st century. The program aspires to produce leaders who use community and research data for evidence-based decision making, and are change hardy. They balance high levels of integrity with the concern for organizational success.

The program uses the open learning model of Internet delivery to provide the knowledge, attitudes, and skills necessary for the assumption of these roles. Application of theory to the practice of health care administration is

a key element in the program's course offerings. Because of this delivery model, graduates of this program will contribute to the provision of high quality, cost-effective, and accessible health care.

Accreditation

The Master of Health Administration Program intends to seek voluntary accreditation from the Accrediting Commission for Education in Health Services Administration (ACEHSA). The Commission is recognized by the U.S. Department of Education as the accrediting agency for master's level health administration programs in the United States and Canada. Since the Commission's review process is rigorous and selective, successful accreditation will assure that the program's standards are comparable to the best in the country.

Program Goals for Students

Graduates of the MHA program should be able to:

1. Integrate planning and marketing principles into program administration to achieve optimum organizational performance.
2. Provide sound financial management of health organizations under alternative financing mechanisms.
3. Effectively manage health care personnel in diverse health care settings.
4. Collect, analyze, and apply both business and health information for evidence-based decision making.
5. Conduct statistical, quantitative, qualitative, and economic analysis to assist in decision making.
6. Analyze legal and ethical issues and take appropriate action.
7. Integrate knowledge of organizational and governmental policy formulation into their decision making.
8. Adapt to change effectively.
9. Analyze and apply the epidemiological principles to assess the health status of populations.
10. Integrate the determinates of health and illness and health risks of diverse populations into evidence-based decision making.
11. Analyze the effectiveness of the health care delivery system.
12. Employ systems thinking as a mechanism to assist others to manage across organizational boundaries.
13. Evaluate and appropriately apply business and health outcomes, measures, and measures for process improvement.
14. Display the servant leader model in their leadership style.

15. Demonstrate skills in synthesis of information, oral and written communication, team leadership, and mentoring.

Admission Requirements

Applicants are considered for entrance in the fall semester of each year. All application materials must be received by the program no later than August 1. Consideration for admission to the MHA Program requires that students submit evidence of the following:

- Completion, prior to entering the MHA Program, of a baccalaureate degree from an accredited college or university.
- Achievement of a minimum undergraduate grade point average (GPA) of 3.00 on a 4-point scale. Results of post-graduate academic studies may also be considered at the discretion of the MHA Admissions Committee.
- Recent academic exposure to the fundamental principles of economics, statistics, and accounting is desired prior to matriculation.
- Familiarity with the Internet and word processing, spreadsheet, database, and presentation software.
- Completion of the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT).
- Work experience, ideally a minimum of two years in the health care field.
- A record of any awards or honors earned, community service, memberships in professional organizations, continuing education programs attended, presentations made, and research and/or publications.
- Three references, two work-related and one personal.
- Acceptable written and oral communication skills
- **Students from Non-English Speaking Countries**
Only: Satisfactory TOEFL score – 500 for non-computerized tests and 173 for computerized tests.

The following provides support for admission consideration:

The following items must be forwarded to the Office of Graduate Studies:

University of Southern Indiana
Office of Graduate Studies
8600 University Blvd.
Evansville, IN 47712

- A completed USI Application for Admission to Graduate Studies.
- A \$25 application fee made out to the University of Southern Indiana.

- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript

The following items must be forwarded to the MHA Program:

University of Southern Indiana
School of Nursing and Health Professions
Master of Health Administration Program
8600 University Blvd.
Evansville, IN 47712

- A completed USI Master of Health Administration Program Application for Admission and supporting materials. Supporting materials include curriculum vitae, an essay and three references. Refer to the application form for detailed information on these items.
- GRE or GMAT score. Designate the MHA Program director as the recipient of scores to be forwarded by the testing service. The school code for the GRE is 1335. The school code for the GMAT is 1438.
- Three to four weeks after submission of the MHA Application for Admission, contact the program director at 812/461-5217 to make an appointment for a personal advising session.

Additional Information

Periodically, the student will receive postcard reminders regarding application completeness. This will continue until all materials have been received. The student's application will NOT be considered complete until all required application materials have been received by the Office of Graduate Studies **and** the Master of Health Administration Program.

Curriculum

Typical course sequence

Fall Semester - Year One

MHA 621 The Health Services System - 3 hours
MHA 622 Biostatistics and Epidemiology 3 hours

Spring Semester - Year One

MHA 623 Operations and Control Systems Research in Health Care Organizations - 3 hours

MHA 624 Applied Economic Analysis in Health Care - 3 hours

Summer Semester (10 weeks) - Year One

MHA 625 Marketing and Competitive Strategies in Health Care - 3 hours

MHA 626 Legal and Ethical Issues in Health Care - 3 hours

Fall Semester - Year Two

MHA 631 Individual and Group Behavior in Health Care Organizations - 3 hours

MHA 632 Administration of Health Care Organizations - 3 hours

Spring Semester - Year Two

MHA 633 Human Resources and Labor Relations Management in Health Care - 3 hours

MHA 634 Financial Management in Health Care Organizations - 3 hours

Summer Semester (10 weeks) - Year Two

MHA 635 Seminar in Health Care Administration - 3 hours

MHA 636 Administrative Effectiveness in Health Care Settings - 3 hours

Fall Semester - Year Three

MHA 641 Health Care Administrative Residency - 3 hours

Master of Public Administration

812/465-7142

Program Objectives

Graduates of the program acquire the knowledge and skills necessary to be creative, ethical, analytical, and visionary leaders. Specific competencies that will be mastered by students earning the MPA Program follow.

- Become knowledgeable of the laws, rules, norms, and traditions that shape the internal structure, efficiency, and innovativeness of public sector organizations.
- Be able to formulate creative solutions to problems confronting government agencies and not-for-profit organizations.

- Obtain knowledge of how institutions in the public sector shape and are shaped by economic, social, and political environments.

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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.

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.
- Three hours in business law.
- Three hours in finance.
- Nine hours of 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 - Advanced Topics in Federal Taxation
ACCT 604 - Accounting Information Systems
ACCT 605 - Advanced Auditing Topics

Business core courses (6 hours)

BLAW 618 - Business Law
FIN 601 - Financial Management

Elective courses (9 hours)

MBA Courses
ACCT 698 - Accounting Internship

Retention

No more than two grades below a B in graduate courses will be accepted toward the MSA degree. Upon receipt of the third grade below a B in any three courses taken for graduate credit, the student will be academically dismissed from the program.

A student who is academically dismissed may appeal to the School of Business Graduate Committee.

Master of Science in Education 812/465-7024

Program Objectives

The Master of Science in Education degree programs involve advanced study designed to enhance the knowledge and skills of teachers in elementary, middle, junior high, and senior high schools. Programs are offered in elementary and secondary education. The programs blend studies of educational theory with analysis of current issues and practices in teaching. Students explore the ways in which knowledge and skills developed in the programs enhance classroom experience.

Degree Requirements

- Admission to candidacy for the degree. Candidacy application to be completed after 18 semester hours of coursework.
- Completion of 33 semester hours of coursework with a 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.

Master of Science 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 MS 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.
- 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

Master of Science 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 edu-

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The field component takes on a new emphasis in the analysis phase. Candidates become more active participants in designing and facilitating classroom environments and experiences. Also, this coursework will emphasize multiple perspectives, which will encourage the candidate to reflect on educational practices. Finally, candidates in analysis coursework will review the causes and effects of philosophies, methods, and actions upon students, the classroom context, the school, parents, the community, and society.

Synthesis Phase (spring semester)

Candidates will be required to complete all of the analysis phase coursework and receive departmental approval prior to beginning the synthesis phase. The synthesis phase of the USI Teacher Education program focuses on the integration of all five areas of the reflective teacher model. While candidates deepen their understanding of themselves as acting teachers, their understanding of students, and their understanding of the role of schools, they develop the professional performance base that will enable them to become master teachers.

During the spring semester candidates will enroll in three graduate-level courses. Two of the courses meet in the evenings. One of the courses is for student teaching. For 10 weeks candidates will practice student teaching, in their subject areas, in high school settings.

After successful completion of the courses and field experiences, and passing scores on Praxis II exam (in major subject areas), candidates will be recommended for licensure, and may pursue employment as elementary teachers. Whether employed or not, candidates may continue to take the necessary evening and summer courses (18 credit hours) to be awarded the Master of Science in Education. The degree requires a minimum 3.00 GPA. No course grades less than B will be accepted.

Summer III

Education 623 Child Development & Elementary Education

Fall Semester

Education 622 Assessment in Elementary Education
 Education 540 Current Trends in Reading I
 Education 615 Integrated Curriculum I

Spring Semester (Includes Student Teaching)

Education 651 Supervised Teaching in the Elementary School
 Education 541 Young Adult Literature
 Education 616 Integrated Curriculum II

Summer I

Education 565 Computers in the Curriculum
 Praxis II exam passed
 Recommended for licensure at this point (portfolio must be at satisfactory level)
 Admission to Candidacy for the master's degree

Additional Courses Required for Completion of Master's (18 hours)

EDUC 601 Research in Education (3 hours)
 EDUC 611 Elementary School Curriculum (3 hours)
 EDUC 631 Analysis of Instruction (3 hours)
 EDUC 671 Integrating Research Seminar in Secondary Education (3 hours)
 Additional Content Area Course (6 hours)

Transition To Teaching – Secondary 812/464-1948

Program Overview

The Secondary Transition to Teaching program is a challenging, innovative, graduate-level teacher licensure program. The purpose of the program is to recruit highly qualified individuals to the secondary teaching profession. The program seeks candidates who are dedicated to learning the craft of teaching young people at the 9-12 grade levels, and who have experiences that would make them a strong fit within secondary classrooms of the 21st Century. The program enables candidates to obtain teacher licensure in secondary education after completing an intensive, full-time, two-semester, 18 semester-hour course/field-experience sequence. With the subsequent completion of an additional 18 semester hours of graduate-level courses, the candidate can earn the Master's Degree in Secondary Education.

The Secondary Transition to Teaching program may admit candidates who have bachelor's degrees with the following majors: art, biology, chemistry, earth science (geology and/or geography), English, French, German,

history, mathematics, physics, political science, and Spanish. Candidates are encouraged to check on license eligibility prior to application to the program.

A cohort of up to 16 candidates will be admitted, on a competitive basis, for each fall semester. During the fall semester candidates will enroll in three graduate-level courses which meet in the evenings on Tuesdays, Wednesdays, and Thursdays. During the day candidates will observe high school classes in the candidates' major subject areas and serve as paid substitute-teachers in high schools.

After successful completion of the courses and field experiences, and passing scores on Praxis II exam (in major subject areas), candidates will be recommended for licensure, and may pursue employment as high school teachers. Whether employed or not, candidates may continue to take the necessary evening and summer courses (18 credit hours) to be awarded the Master of Science in Education. The degree requires a minimum 3.00 GPA. No course grades less than B will be accepted.

Admission Requirements

Applicants must complete the application no later than the deadline of July 1. Applicants must take the PRAXIS 1 before June 10 to assure the scores are received in time for the approval process. Praxis I assesses basic skills in mathematics, reading and writing and is required by the state for licensure. Failure to have passing or completed PRAXIS I scores by the program deadline will result in an automatic removal from consideration for the program. Prior to being considered for candidacy, all applicants must complete the following:

- Application to Graduate Studies.
- \$25 application fee.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies, Transition to Teaching-Secondary Program, 8600 University Boulevard, Evansville, IN 47712. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- Undergraduate degree with an appropriate major with a minimum over-all 3.00 GPA (on a 4.0 scale).
- Updated Immunizations records. (Required for admission to programs at USI. Form included in Graduate Studies Admission packet.)
- Completed Praxis I test.
- Completed application essays.

- Scheduled appointment Transition to Teaching-Secondary program.
- An Indiana license for substitute teaching.
- Clearance on both a criminal history check (required for substitute teaching and student teaching) and a current immunization history (required for admission to graduate studies).
- Commitment to full-time program for two semesters including substitute teaching/observation and student teaching.

Curriculum

Fall Semester (9 semester hours)

EDUC 565 Computers in the Curriculum OR Content Area course (3 hours)

EDUC 621 Measurement and Evaluation (3 hours)

EDUC 624 Seminar in Adolescent Development (3 hours)

Substitute teaching and classroom observations during this phase

Spring Semester (9 semester hours)

EDUC 565 Computers in the Curriculum OR Content Area course (3 hours)

EDUC 607 Issues in Reading, Diversity, and Exceptional Needs (3 hours)

EDUC 652 Supervised Student Teaching in Secondary Schools (3 hours)

Praxis II exam passed

Recommended for licensure at this point (portfolio must be at satisfactory level)

Admission to Candidacy for the Master's Degree

Additional Courses Required for Completion of Master's (18 hours)

EDUC 601 Research in Education (3 hours)

EDUC 611 Secondary School Curriculum (3 hours)

EDUC 631 Analysis of Instruction (3 hours)

EDUC 671 Integrating Research Seminar in Secondary Education (3 hours)

Additional Content Area Course (3 hours)

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 var-

ious 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 industrial management, project management, operations systems analysis and modeling, analytical techniques for economic evaluation, and capstone graduate project are required of all students. An additional 18 credit hours of approved supporting or elective courses complete the course requirements. Elective courses allow

specialization in areas such as industrial safety, ergonomics, manufacturing systems analysis, decision sciences, marketing, and finance.

The elective course offerings and potential areas of specialization will permit students to tailor the program to meet specific professional development objectives without compromising relevance to current and prospective occupational responsibilities.

All core courses and required preparatory courses must be completed at the University of Southern Indiana unless a waiver is granted upon admission to the program. Elective courses may be offered in cooperation with other institutions or may be completed at other institutions provided that approval is obtained in advance from the student's graduate study advisor.

I. Core Curriculum		Hours
IM 602	Operations Systems Analysis and Modeling	3
IM 611	Principles and Practices of Project Management	3
IM 651	Economic Evaluation of Industrial Projects	3
IM 652	Industrial Management	3
IM 671	Graduate Project (individual study)	3
IM 691	Leadership Project (cohort study)	3

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.

Electives may be chosen from graduate courses not listed below, provided that the chosen courses are approved in advance by the student's faculty advisor and by the MSIM program director.

		Hours
IM 531	Industrial Safety	3
IM 601	Special Studies in Industrial Management	3
IM 603	Survey of Statistics	3
IM 604	Manufacturing Systems Analysis	3

IM 614	Interpersonal Communication within Organizations	3
IM 621	Human Factors in Design	3
IM 625	Principles of Computer Aided Design and Manufacturing	3
IM 641	Principles and Practices of Quality Management	3
IM 698	Individual Study in Industrial Management	1-3
BLAW 618	Legal and the Social Environment of Business	3
CIS 601	Information Systems and Technology	3
DSCI 501	Survey of Operations Research	3
DSCI 601	Quantitative Analysis for Operations	3
FIN 501	Survey of Finance	3
FIN 601	Financial Management and Financial Markets	3
MNGT 601	Organizational Behavior and Human Resource Management	3
MNGT 611	Leadership Skills	

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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

Curriculum

To achieve the M.S.N. degree all students complete the nursing core courses. Students choosing the CNS, FNP, ACNP, GNP/CNS, and NE options also complete the clinical core courses. Additional courses required in each specialty are indicated.

MSN-Acute Care Nurse Practitioner

Nursing Core Courses (15 hours)

- N612: Advanced Nursing Research, 3 hours
- N613: Theoretical Basis for Advanced Practice Nursing, 3 hours
- N614: Issues in Advanced Practice Nursing, 3 hours
- N615: Nursing Synthesis, 3 hours
- N616: Management of the Client in the Health Care System, 3 hours

Clinical Core Courses (9 hours)

- N571: Advanced Health Assessment, 3 hours
- N581: Advanced Concepts of Pathophysiology, 3 hours
- N622: Graduate Pharmacology for Advanced Practice Nurses, 3 hours

Acute Care Nurse Practitioner (18 hours)

- N674: Management of Acutely Ill Adults I, 6 hours
- N675: Management of Acutely Ill Adults II, 6 hours
- N676: Management of Acutely Ill Adults III, 6 hours

MSN-Clinical Nurse Specialist

Nursing Core Courses (15 hours)

- N612: Advanced Nursing Research, 3 hours
- N613: Theoretical Basis for Advanced Practice Nursing, 3 hours
- N614: Issues in Advanced Practice Nursing, 3 hours
- N615: Nursing Synthesis, 3 hours
- N616: Management of the Client in the Health Care System, 3 hours

Clinical Core Courses (9 hours)

- N571: Advanced Health Assessment, 3 hours
- N581: Advanced Concepts of Pathophysiology, 3 hours
- N622: Graduate Pharmacology for Advanced Practice Nurses, 3 hours

Clinical Nurse Specialist (15 hours)

- N645: Advanced Nursing Assessment and Intervention I, 6 hours
- N646: Advanced Nursing Assessment and Intervention II, 6 hours
- N647: CNS Role Integration, 3 hours

MSN-Family Nurse Practitioner

Nursing Core Courses (15 hours)

- N612: Advanced Nursing Research, 3 hours
- N613: Theoretical Basis for Advanced Practice Nursing, 3 hours
- N614: Issues in Advanced Practice Nursing, 3 hours
- N615: Nursing Synthesis, 3 hours
- N616: Management of the Client in the Health Care System, 3 hours

Clinical Core Courses (9 hours)

- N571: Advanced Health Assessment, 3 hours
- N581: Advanced Concepts of Pathophysiology, 3 hours
- N622: Graduate Pharmacology for Advanced Practice Nurses, 3 hours

Family Nurse Practitioner (18 hours)

- N654: Primary Care Nursing of Families I, 6 hours
- N655: Primary Care Nursing of Families II, 6 hours
- N656: FNP Practicum, 6 hours

MSN-Geriatric Nurse Practitioner/ Clinical Nurse Specialist

Nursing Core Courses (15 hours)

- N612: Advanced Nursing Research, 3 hours
- N613: Theoretical Basis for Advanced Practice Nursing, 3 hours
- N614: Issues in Advanced Practice Nursing, 3 hours
- N615: Nursing Synthesis, 3 hours
- N616: Management of the Client in the Health Care System, 3 hours

Clinical Core Courses (9 hours)

- N572: Advanced Health Assessment of the Geriatric Client, 3 hours
- N582: Advanced Concepts of Pathophysiology for the Geriatric Client, 3 hours
- N621: Graduate Pharmacology for Advanced Practice Nurses, 3 hours

Geriatric Nurse Practitioner/Clinical Nurse Specialist (18 hours)

- N663: Advanced Practice Nursing Care of Geriatric Clients I, 6 hours
- N664: Advanced Practice Nursing Care of Geriatric Clients II, 6 hours
- N665: Advanced Practice Nursing Care of Geriatric Clients III, 6 hours

MSN-Nursing Education

Nursing Core Courses (15 hours)

N612: Advanced Nursing Research, 3 hours

N613: Theoretical Basis for Advanced Practice Nursing,
3 hours

N614: Issues in Advanced Practice Nursing, 3 hours

N615: Nursing Synthesis, 3 hours

N616: Management of the Client in the Health Care
System, 3 hours

Clinical Core Courses (9 hours)

N571: Advanced Health Assessment, 3 hours

N581: Advanced Concepts of Pathophysiology, 3 hours

N622: Graduate Pharmacology for Advanced Practice
Nurses, 3 hours

Nursing Education (15 hours)

N671: Nursing Education Curriculum Development for
the Nursing Educator, 5 hours

Social Work (M.S.W.) degree. The MSW program is fully accredited by the Council on Social Work Education.

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 M.S.W. degree.

Admission Requirements

All requests concerning admission to the MSW program should be addressed to the Social Work Department, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712. Send a message to 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.

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. Students must be admitted to Graduate Studies before they are eligible for admission to the Social Work program. Admission decisions for the MSW program are based on a review of past academic performance, relevant work and/or volunteer experience, letters of recommendation, a personal statement, written academic or professional work, and an admission interview when required. January 12 is the deadline for submission of the application. Students who apply by this date will be given priority. Applications will be accepted until all available seats are full. 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 submit program fee

study. An applicant can have a course validated by submitting a course description from the catalogue during the year in which the course was taken and, if possible, a course syllabus.

- Deficiencies in these prerequisites must be rectified before the student is eligible to be fully admitted into the program.
- 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 semester hours, or equivalent, taken in the undergraduate program. (Rare exceptions may be made on a case-by-case basis.)
- Evidence of writing skills compatible with graduate-level standards. All written products submitted will be evaluated.
- Evidence of potential to develop into a sound professional social worker. (A personal interview and/or additional evaluative data may be required of applicants.)

- Successful completion of required course prerequisites.
- Potential to develop into a sound professional social worker (a personal interview and/or additional evaluative data may be required of applicants).
- References (students are encouraged to review the reference form and select individuals who will be able to answer a majority of the questions asked. References from faculty, supervisors in employment or volunteer positions and individuals with professional knowledge of social work or human services are preferred).

Applications are not reviewed until all materials have been received by the Social Work Department. Students will be notified when the application is complete. A student may be fully admitted to the program due to completion of all requirements, admitted on a conditional status, or admitted on a probationary status. A student who is denied admission may appeal in writing to the Admissions Committee. If the appeal is denied by the committee, the applicant may appeal the decision to the chair of the Social Work Department. All information submitted during the application process becomes the property of the Social Work Department and will be kept confidential.

Curriculum

1. Full-Time Two-Year Track (Required core 49 hours - Directed electives 12 hours)

First year

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

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)

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

SOCW 601	Specialization (I); Clinical Assessment and Different Diagnosis	3
SOCW 608	Paradigms of Clinical Practice Elective	3
	Elective	3

Spring Semester

SOCW 602	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)

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

SOCW 507	Social Work Research	3
SOCW 601	Specialization (I); Clinical Assessment and Differential Diagnosis	3
SOCW 608	Advanced Social Work Skills Elective	3

Spring Semester

SOCW 602	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)		
SOCW 610	Human Diversity, Social Policy and Social Work	3
SOCW 692	Advanced Graduate Social Work Project	3
	Elective	3
	Elective	3

3. Part-Time Four-Year Evening Track
(Required core 49 hours - Directed electives, 12 hours)

First year

Fall Semester		
SOCW 503	The Social Welfare System	3
SOCW 504	Human Behavior and the Social Environment (I)	3

Spring Semester		
SOCW 505	Human Behavior and the Social Environment (II)	3
SOCW 510	Social Welfare: Policy and Service	3

Summer Semester (Includes first, second, and third summer terms)		
SOCW 610	Human Diversity, Social Policy and Social Work	3

Second year

Fall Semester		
SOCW 506	The Foundation of Social Work Practice	3
SOCW 507	Social Work Research	3

Spring Semester		
SOCW 508	Micro Systems: Individual, Group, and Families	3
SOCW 509	Macro Systems: Institutional & Community Systems	3

Summer Semester (Includes first, second, and third summer terms)		
SOCW 511	Graduate Field Placement (I)	3
SOCW 512	Integrated Field Placement Seminar (I)	1

Third year

Fall Semester		
SOCW 601	Specialization (I); Clinical Assessment and Differential Diagnosis	3
SOCW 608	Paradigms of Clinical Practice	3

Spring Semester		
SOCW 602	Specialization (II); Clinical Planning and Treatment Process	3
	Elective	3

Summer Semester (Includes first, second, and third summer terms)		
	Elective	3

Fourth year

Fall Semester		
SOCW 605	Practice Evaluation	3
	Elective	3

Spring Semester		
SOCW 611	Graduate Field Placement (II)	4
SOCW 612	Graduate Field Placement Seminar (II)	2

Summer Semester (Includes first, second, and third summer terms)		
SOCW 692	Advanced Graduate Social Work Project	3

4. Part-Time Advanced Standing Evening Track
(Required core 21 hours - Directed electives 15 hours)

First year

Fall Semester		
SOCW 601	Specialization (I); Clinical Assessment and Differential Diagnosis	3
SOCW 608	Paradigms of Clinical Practice	3

Spring Semester		
SOCW 507	Social Work Research	3
SOCW 602	Specialization (II); Clinical Planning and Treatment Process	3

Summer Semester (Includes first, second, and third summer terms)		
SOCW 610	Human Diversity, Social Policy, and Social Work	3
	Elective	3

Second year

Fall Semester

SOCW 605	Practice Evaluation	3
	Elective	3

Spring Semester

SOCW 611	Graduate Field Placement (II)	4
SOCW 612	Graduate Field Placement Seminar (II)	2

Summer Semester

(Includes first, second, and third summer terms)

SOCW 692	Advanced Graduate Social Work Project	3
	Elective	3

School Social Work Specialization Program

The following courses are offered as a part of the School Social Work Specialization 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 specialization 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 which 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

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

ACCT 501 Survey of Accounting (3) A survey of basic accounting techniques for graduate students who have not previously had an accounting course. May not be counted toward the 30 hours required for the M.B.A. degree. Non-MBA students require permission from their program director. No prereq. F

ACCT 601 Accounting for Decision Making and Control (3) A study of management accounting and its use to aid in planning, controlling, and evaluating operations. Prereq: ACCT 501 or equivalent.

ACCT 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.

ACCT 603 Advanced Topics in Federal 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.

ACCT 604 Seminar in Accounting Information Systems (3) An examination of current issues related to accounting information systems that are confronting the accounting profession.

ACCT 605 Advanced Auditing Topics (3) Examination of current trends in auditing and analysis of major issues confronting the auditing profession.

ACCT 698 Accounting Internship (3)

tion programs. The examination, study, identification, and development of components of vocational education and their relationships and interrelationships between the LEA and the business community along with the development of specific In-School and School-to-Work related programs will be discussed.

ASBE 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.

ASBE 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.

skills. The class focuses on developing a student's professionalism in the following areas: oral, written, and interpersonal communication, group dynamics, team building, creative problem solving, information and communication technology, change management skills, and the roles of leaders in a dynamic work environment. No prereq. F, Sp

MNGT 681 Strategic and International Management (3) Includes the development of an executive managerial perspective. The primary purposes of the course are to develop the ability to analyze complex corporate problems from a global perspective, and an awareness of the impact of changing business conditions and government policies on global organizations. Examines the globalization of industries and firm competitiveness. The format of the class involves the use of cases to assist students in the application of theory. Prereq: ACCT 601, ECON 601, FIN 601, MKTG 601, and MNGT 601. Sp

MNGT 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.

Marketing

MKTG 501 Survey of Marketing (3) A general survey of marketing

lished 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

SOCW 610 Human Diversity, Inequality, and Social Problems (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

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

SOCW 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.

SOCW 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

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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 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, 565, or equivalent.

568 Advanced Instructional Technology (3) Focuses on technical and management skills needed to coordinate the technology program in a school. Technical topics include 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, or both courses if student has already taken a course from the advanced studies component.

590 Special Topics in Education (1-3) Study of a contemporary topic or innovative development in education. No prereq.

601 Research in Education (3)

professional skills and subject area knowledge. Students conduct a school-based research project, based on professional literature, and write a research report. Includes a supervised field experience. Prereq: completion of 24 hours in the MS secondary education program, including EDUC 631. F, Sp

674 Integrating Research Seminar in Elementary Education (3) A culminating, research-oriented seminar that integrates professional knowledge and professional skills. Students conduct a school-based research project, based on professional literature, and write a research report. Includes a supervised field experience. Prereq: completion of 24 hours in the MS elementary education program, including EDUC 631. F, Sp

690 Special Topics in Education (1-3) Study of a contemporary topic or innovative development in education. No prereq.

699 Supervised Research (1-3) Advanced research in a specific area of education. Topics arranged to meet the needs and interests of the student, subject to availability of graduate faculty to supervise the research. Repeatable for maximum of six credit hours. No prereq.

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. No prereq.

517 History of the English Language (3) A chronological study of the recorded history of the English language from the ninth century to the present. Detailed study of major changes in phonology, lexicon (morphology and semantics), and syntax. Attention to the notion and practice of standard English and to the development and current state of dialects in the U.S.A. Format will include lecture and discussion. No prereq.

524 Chaucer (3) A study of the major works of Geoffrey Chaucer, particularly *The Canterbury Tales* and *Troilus and Criseyde*, with attention to the language and times of Chaucer. Format will include lecture and discussion. No prereq.

535 Fiction to 1875(3) A study of English and American prose fiction.No prerbckgroundrereq.

tographs, music, and art will be basic course materials. Interpretations of major historians will be considered. A humanities core course in the MALS program. No prereq. Cross-listed as LBST 604.

Journalism

581 Public Affairs Reporting (3) A course that polishes the communications skills of journalism teachers and student publication advisors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, local and state legislative processes and regional agencies. Assignments include an in-depth research paper on an issue or topic of current interest. Prereq: consent of instructor.

Liberal Studies

formulation. Emphasis is placed on methodologies for developing organizational strategic plans using the marketing approach. First year. Su

MHA 626 Legal and Ethical Issues in Health Care (3)st year. Su

HP 673 Evaluation Strategies for the Health Professions Educator

(5) This course focuses on the process of evaluation in the education of health professions educators. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in g education are emphasized. Sp (Approval Pending)

Nursing

NURS 570 Special Topics in Nursing (1-3) Analysis and study of special topics in nursing and health care.

NURS 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

NURS 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.

NURS 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.

NURS 578 Rehabilitation Nursing (3) Examination of the scope of professional nursing practice in the rehabilitation nursing speciality. Emphasis on the diagnosis and treatment of individual and group responses to actual and potential health problems resulting from altered functional ability and altered l -e advanctiiproYT8s1r]TJru/Cs5 cs 0.fT8ol46xTf8 0 0 8piac TDPa14 a2 -70ologyW nBT/F1 1 Tf8 0 0 8 55 435.2417 Tm/Cs5 cs 0.16 include lecture25201 T1ing fromaltered functional ability and altered l -e ad2 OncfT8ol4-1 793 614 -794 re0 792 mW n0 792.03 612 -792 reW nBT/F1 1 Tf8 0 0 8 55 358

to complex human relationships existing in nursing and health care. The course focuses on the nature and make up of organizations, structuring and coordinating work, and the influence of complex systems, community behavior and internal leadership on the direction and decision-making capacity of health care organizations.

NURS 633 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. Sp

NURS 634 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 statements, budgets, and financial decision making strategies are presented. Prereq: NURS 571, 581, 613, 614, 616, 624. F

NURS 635 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 634. Sp (Approval Pending)

NURS 645 Advanced Assessment and Intervention I (6) 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 571, 581, 613, 614, 616, and 622. F

NURS 646 Advanced Assessment and Intervention II (6) 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 645. Sp

NURS 647 Clinical Nurse Specialist Role Integration (3) 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 646 (pre or co-requisite). Sp or Su

NURS 654 Primary Care Nursing of Families I (6) Focus 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 571, 581, 613, 614, 616, and 622. F

NURS 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 ss prevention, assessment, treatments for anpare.r expansion of cllnesses, and education. Emphasizes792Apatorin Presperegratviduals,

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development, and curriculum designs/models. Current issues influencing curriculum development in higher education and the discipline of nursing are emphasized. F

NURS 672 Evaluation Strategies for the Nursing Educator (5) This course focuses on the process of evaluation in the education of nurses. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in nursing education are emphasized. Sp (Approval Pending)

NURS 673 Teaching Strategies for the Nursing Educator (5) This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of nursing professionals is provided. Sp (Approval Pending)

NURS 674 Management of Acutely Ill Adults I (6) This course focuses on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq: NURS 571, 581, 613, 614, 616, and 622. F

NURS 675 Management of Acutely Ill Adults II (6) This course continues the focus on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The

NURS 673 Te

pensation and hazard control will be studied with emphasis on safety management techniques and planning. Prereq: graduate standing or consent of instructor.

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. Prereq: graduate standing or consent of instructor.

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, IM 603 Survey of Statistics or equivalent, or approval of graduate advisor.

603 Survey of Statistics (3) 3 hours lecture. An introduction to basic principles and steps involved in planning and conducting statistical studies. Surveys statistical concepts to assist in the decision making process. Topics include probability, probability distributions, hypothesis testing, regression analysis, analysis of variance, reliability, life testing, and control charts. Prereq: graduate standing or consent of instructor.

604 Manufacturing Systems Analysis (3) 3 hours lecture. This course examines concepts and techniques in manufacturing and operations management. Primary emphasis of the course is development of a system of manufacturing "laws" that relate various measures of plant performance, such as throughput, cycle time, work-in-process, variability, and quality into a consistent framework for evaluating classical operations management techniques as well as evolving new strategies. Analytical tools used include probability and statistics, queuing models, and simulation. Exercises and case studies examine both concepts and methods. Prereq: MATH 215 Survey of Calculus or equivalent, IM 603 Survey of Statistics or equivalent, or approval of graduate advisor.

611 Principles and Practices of Project Management (3) 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. Prereq: graduate standing or consent of instructor.

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. Prereq: graduate standing or consent of instructor.

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. Prereq: graduate standing or consent of instructor.

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 - 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.

641 Principles and Practices of Quality Management (3) 3 hours lecture. Application of fundamental principles of quality management in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at the management and control of quality to provide an environment for continuous improvement. Topics to be examined are quality philosophies, Total Quality Management, continuous improvement, Baldrige Award and criteria, ISO Standards, quality control, quality improvement, reliability management, six sigma, design of experiments, quality measurement tools, and quality function deployment. Prereq: graduate standing and IM 603 Survey of Statistics or equivalent or approval of graduate advisor.

651 Economic Evaluation of Industrial Projects (3) 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. Prereq: graduate standing or consent of instructor.

652 Industrial Management (3) 3 hours lecture. An examination of the fundamental concepts of management in industrial settings with emphasis on the relationships among types of industrial work, types of organizational structure, and managerial responsibilities. Includes study of organizational alternatives, time management, budgeting, cost accounting and financial management, negotiation and conflict resolution, quality control and resource allocation. Prereq: graduate standing or consent of instructor.

671 Graduate Project (3) 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. Prereq: consent of advisor.

698 Individual Study in Industrial Management (1-3) Supervised study or research in a specific area of industrial management. Subjects for investigation are selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Not repeatable for graduate credit. Credit hours to be awarded for successful completion of the required investigations will be determined in advance by the graduate faculty member supervising the student's work. Prereq: graduate standing or consent of instructor.

Mathematics

601 Using the Graphing Calculator in the School Curriculum (1) In this 24-hour workshop participants will develop a better understanding of graphing technology while considering the following topics: domain, range, linear and quadratic functions, common solutions, inequalities, extreme values, slope, translations, rational and trigonometric functions, asymptotes, statistical menus and data, exponential and logarithmic functions. Problem solving and programming will be included throughout.

602 Concepts and Practices in General Mathematics (3) A practical approach to the development of programs, methods of motivation, and mathematical concepts for the teacher of general mathematics. Prereq: 15 hours of math, including calculus.

603 Fundamental Concepts of Algebra (3) The conceptual framework of algebra, recent developments in algebraic theory, and advanced topics in algebra for teachers and curriculum supervisors. Prereq: 24 hours of math, including calculus.

604 Fundamental Concepts of Geometry (3) The conceptual framework of many different geometries, recent developments in geometric theory, and advanced topics in geometry for teachers and curriculum supervisors. Prereq: 24 hours of math, including calculus.

605 Problem Solving in Mathematics (3) Theory and practice in mathematical problem-solving; exploration of a variety of techniques; and finding solutions to problems in arithmetic, algebra, geometry, and other mathematics for teachers of mathematics and curriculum supervisors. Prereq: 24 hours of math, including calculus.

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.

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. Anyone who has completed one semester's work on the campus is entitled to membership in the USI Alumni Association. Active Alumni Association members play a leading role in the success of USI 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 USI. Members have an opportunity to network with alumni and gain valuable leadership skills while working on SAA programs and activities.

Volunteering at USI has something for everyone—it is a rewarding way to share 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 one-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 and the Metropolitan School District of Mt. Vernon. Any adult working or living in the Evansville area is welcome to participate. Call 812/465-1215 to discuss volunteer placement at USI.

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 (GENS111 - 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 parallel 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 most co-op or internship opportunities, 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 register with the office within 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 USI Career Services Job Hotline and Web page.

During the Supervised Teaching experience, teaching

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

Extended Services coordinates academic outreach activities of the University. Its mission is to extend the resources of the University through education and training 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/index.asp.

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 USI 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.

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.

The Reserve Officers Training Corps (ROTC) program builds students' leadership expertise, communication and decision-making skills, as well as self-confidence, all of which can be applied immediately while still in college or upon graduation from college. The leadership and management skills taught in ROTC are in high demand in the civilian market as well as in the military.

Instruction and training given both in the classroom and at Army installations range from strategic studies to tactical exercises and include subjects from air-land battle doctrine to rappelling, marksmanship, military history, and operational considerations. New lieutenants have options for the job (branch) in which they will work. Educational delays may be requested for graduate school in medical fields and in law. All grades received for Military Science courses are included in cumulative grade point ratios.

For more information call 812/461-5304 or 812/461-5302.

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 University has partnered with English as a Second Language International (ESLI) to provide Intensive English Programs for international students who wish to remove English deficiencies before enrolling in university degree programs. For additional information call 812/464-1989.

The mission of the **Southern Indiana Japanese School** 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 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 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 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, the Management

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 training is available at USI 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 USI students, often at no charge.

Regional Heritage Development *Historic New Harmony (HNH)*

PowerPoint™, Front Page for Web design, Paint Shop Pro for photograph and electronic graphic editing, Respondus for test creation, SPSS, and Easy CD Creator. Any department academic unit, or individual faculty or USI staff member may schedule the use of the lab and/or make arrangements for an ITS training facilitator. For groups larger than eight persons, training may be scheduled in the 14 workstation Extended Services Training Lab housed within the ITS complex. ITS also provides the Scantron automated test-scoring machine (assistance is available) and Scantron forms.

Instructional Design and Online Course

Development – Instructional Technology Services provides instructional design assistance for faculty to incorporate technology into their courses and departmental curricula. Faculty members are invited to make appointments with ITS instructional design staff to discuss individual course needs. ITS partners with the USI Center for Teaching and Learning Excellence to host presentations, symposia, and workshops as well as the Institute for Online Teaching and Learning, an intensive training program for faculty developing online courses.

Blackboard Course Management Software –

Instructional Technology Services operates and supports the Blackboard course management software that allows course materials and information to be shared on the Internet in a virtual classroom setting. Blackboard is an easy-to-use program for instructors to conduct course activities online such as post syllabi, course handouts, video clips of lectures, guest speakers or demonstrations, PowerPoint presentations, send and receive student papers, post grades, generate class announcements or e-mail messages, maintain a class calendar and tasks, generate online quizzes, and manage their own course discussion board. Students also can collaborate in online group workspace, create their own Web pages, and meet classmates in their course chat rooms. Visitors may preview the software at blackboard.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 USI faculty an opportunity for community outreach through the offering of distance learning programs and courses.

Computer and Multimedia Presentation – Instructional Technology Services deploys computer data projection equipment for faculty to support their classroom and professional activities. The department also can assist with scanning pictures, photos, and slides. A digital camera is available for checkout to faculty and staff for multimedia projects. CDROM authoring through Instructional Technology Services allows faculty an opportunity to store a wealth of notes, data, and images in a readily accessible and compact format for ready retrieval both in and out of the classroom.

Production Services – Instructional Technology Services provides a variety of media production capabilities for academic and University-related activities. Assistance is available in the development and design of instructional media including audio and video production, multimedia presentations including posters, transparencies, slides, and MS PowerPoint™, CDROM creation, Web design, and videoconferencing. Photographic copywork, image and slide scanning, and film-processing services also are available.

Videoconferencing Services – The University uses videoconferencing technology to deliver courses and programs and to facilitate meetings where participants are in two or more locations. Videoconferencing services are available to faculty and staff as well as external groups and individuals. The technology offers faculty and students a cost-effective way to meet with a variety of experts and peers in cities across the globe. In most instances, participants see and hear each other on television monitors. ITS staff can connect meeting participants by satellite television, ATM, ISDN and IP video. The department equips and maintains distance learning classrooms and other multi-purpose videoconferencing rooms and coordinates programs broadcast through IHETS (Indiana Higher Education Telecommunications System).

Video Rentals – Instructional Technology Services maintains a videotape catalog collection to assist faculty in locating instructional materials. Due to increased videotape use and equipment availability, many titles formerly available only on film now are offered in videotape formats. Videotape rentals are provided at no charge to the user for all scheduled classes. Rental requests should be received by Instructional Technology Services at least six weeks prior to presentation date to assure availability.

Distance Education – The USI Learning Network offers courses and programs via technology such as CD-ROM, electronic mail, Internet, videoconferencing, videotape, or other digital media. These technologies allow students to enroll in courses that better fit their time or travel needs. Some courses are broadcast live via satellite to

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 various means of enhancing and expediting the interlibrary loan service. Eligible USI 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 ADMINISTRATION

Administrative Officers

H. Ray HoopsPresident
Linda L. M. BennettProvost and Vice President for Academic Affairs
Cynthia S. BrinkerVice President for Governmental Relations
Robert W. ParrentVice President for Student Affairs
Robert W. RubleVice President for Business Affairs and Treasurer
Sherrienne M. StandleyVice President for Advancement

Administrative Staff

(Instructional staff with part-time administrative responsibilities also are listed.)

Michael D. AdcockLibrary Computer Services Administrator, Computer Center
Miwa AgatsumaTeacher, Southern Indiana Japanese School
Carmen F. AhlersDirector, Student Development Programs
Juzar AhmedAcademic Services Coordinator, Computer Center
Nancy AhrensGraduate Student Recruiting and Advising Coordinator
James R. AhrensAssistant Director of Procurement and Distribution Services
David W. AlexanderSenior Systems Analyst, Computer Center
Janel S. AllenAssistant to the President
Diane L. AlveyAssistant Manager, Bookstore Operations
Jennifer C. AndersonManager of Alumni/Development Information Systems
Yoko ArataniTeacher, Southern Indiana Japanese School
Joanne R. ArtzReference Librarian
Dennis T. AveryCoordinator of Adult Marketing and Recruitment, Admission
Yumiko BabaTeacher, Southern Indiana Japanese School

Susan R. Bunning Assistant Director of Development for Annual Giving
 Pamela S. Buschkill Children's Center Coordinator
 JoEllen Bush OPTIONS Advisor, University Division
 Debbie H. Butler Computer Operations Manager, Computer Center
 Jerome R. Cain Dean, School of Science and Engineering
 Jina L. Campbell Business Analyst, Residence Life
 John E. Campbell Jr Senior Admission Counselor
 Jenelle Carter Program Coordinator, Recreation, Fitness, and Wellness
 Elizabeth A. Cheaney Admission Counselor
 Linda Cleek Director, Continuing Education; Associate Dean, Extended Services
 J.R. Compton Senior Systems Analyst, Computer Center
 Nadine A. Coudret Dean, School of Nursing and Health Professions
 John L. Deem Associate Vice President for Student 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 Internships and Cooperative Education
 Kelly J. Drollinger Admission Counselor
 John W. Drone Staff Accountant, Business Office
 Mary C. Drury Computer Network Administrator, Computer Center
 David F. Enzler Director, Recreation, Fitness, and Wellness
 Sandra K. Farmer Registrar/Director of Veteran Affairs
 Larry J. Feldhaus Manager, Mail and Courier Services, Distribution Services
 Patricia J. Ferrier Student Publication Manager/Advisor
 Darlene M. Fisher Director, Human Resources
 Julie A. Floyd Coordinator of University Division Advising
 Arlene A. Fortune Coordinator of Academic Advisement, School of Liberal Arts
 M. LeAnn Freeland Assistant Women's Basketball Coach and Senior Women's Administrator
 Kathy W. Funke Director, News and Information Services
 Julie A. Galbus Director, Humanities
 Randa D. Gatling Assistant Women's Basketball Coach; Instructor in Physical Education
 Michael L. Geppner Computer Network Technician, Computer Center
 Terri A. Godfrey University Division Advisor
 Michael J. Goedde Varsity Baseball Coach
 Michael J. Goelzhauser Bookstore Manager
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 Scott A. Gordon Associate Dean, School of Science and Engineering; Assistant Director, Center for Teaching and Learning
 John H. Gottcent Director, University Core Curriculum
 Joseph R. Gratz Assistant Director, Intramural and Recreational Sports
 Peggy A. Gaul Coordinator of Continuing Education, Nursing and Health Professions
 Dianne B. Grayson Affiliate Librarian
 Jerry G. Green Programmer/Analyst, Computer Center
 Kimberly Greenlee Manager of Employment, Human Resources
 Heidi M. Gregori-Gahan Director, International Programs and Student Services
 Teresa R. Grisham Programmer/Analyst, Computer Center
 Deborah L. Hagan Computer Network Technician, Computer Center
 Ruth N. Hahn Assistant Librarian; Access Services Librarian
 Ernest H. Hall Associate Dean, School of Business; Director, Master of Business Administration

Shannon R. HileSenior Admission Counselor
 Michael R. HillyardHead Men's and Women's Cross Country Coach
 Christine A. HoehnDirector, Religious Life
 Daniel E. HoganHead Men's Soccer Coach
 Pamela F. HopsonDirector, Multicultural Center
 Marc J. HostetterAssistant Men's Basketball Coach
 J. Robert HowellInternal Audit Manager
 Mary A. HupferDirector, University Budgets; Foundation Fiscal Officer
 Sandra J. JamesUniversity Division Advisor
 Nils I. JohansenUniversity Division Advisor
 Nancy L. JohnsonDirector, Alumni and Volunteer Services
 Chris A. JohnstonAthletic Trainer
 M. Edward JonesAssociate Vice President for Academic Affairs and Dean of Extended Services
 Michael W. JonesStaff Engineer, Physical Plant
 Janet S. KahleEducational Programs and Tours Coordinator, Historic New Harmony
 Frederick H. KalvelageStaff Architect and Construction Manager, Physical Plant
 Connie R. KeelingBroadcast Engineer, Instructional Technology Services
 Libby L. KeelingWriter, News and Information Services
 Jennifer L. KellamsDirector, Career Services and Placement
 Victoria G. KelleySpecial Projects Director, Nursing and Health Professions
 Keith R. KennedyCoordinator of Instructional Broadcast, Nursing and Health Professions
 Trisha M. KennedyAssistant Director, Alumni and Volunteer Services
 Debra L. KernsFinancial Assistance Counselor/Loan Program Coordinator
 James S. KernsProgrammer/Analyst, Computer Center
 Deborah L. KinneyProject Coordinator, Cancer Awareness Program
 Shirley K. KirkComputer Applications Training Coordinator, School of Business
 Scott M. KlassenComputer Network Technician, Computer Center
 R. Eugene KlippelDean, School of Business
 Nancy KovanicLead Consultant, Organizational and Professional Development Te80.0278 Tw(James S. Kerns)-315.5(. . . .

Jeanie M. NunnSupplemental Instruction Specialist, Academic Skills
Deanna L. OdneyEnglish Specialist, Academic Skills
Phyllis J. Oeth Manager of Conference and Meeting Planning
Phillip E. OrrDistance Learning Librarian, Assistant Librarian

Betty R. Vawter	Senior Editor, News and Information Services
Gregory A. Wagoner	Manager of Housing Operations, Residence Life
Ruth A. Waller	Director, Intramural and Recreational Sports
Jessie J. Watkins	Assistant Men's Basketball Coach
Judith A. Weatherholt	Director, Southwest Indiana Economic Development Planning
Mary Beth Weber	Staff Counselor, Counseling Center
Deborah J. Weigand	Purchasing Agent
Connie A. Weinzapfel	Director, Historic New Harmony
Michael W. Whipple	Business Office Director and Assistant Treasurer
Jeffrey R. Whitfield	Area Coordinator, Residence Life
Peter C. Whiting	Affiliated Librarian, Serials Librarian
Carrie F. Wilkerson	Program Advisor, Multicultural Center
Dana R. Willett	Media Production Manager, Instructional Technology Services
Elizabeth A. Williams	Library Computer Systems Technician
Julia A. Yancey	Manager of Payroll
Srdan Zdravkovic	Area Coordinator, Residence Life
Sandra M. Ziganti	Program Advisor, Student Development Programs

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.
 Heather B. Blasco; M.L.S., Indiana University, 2002; Instructional Services Librarian, Affiliate Librarian, 2002.
 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.
 Philip E. Orr; M.S., University of Illinois, 1992; Distance Learning Librarian, Assistant Librarian, 2001.
 Peter C. Whiting; M.L.I.S., Dominican University, 1992; Serials Librarian, Affiliate Librarian, 1999.

Academic Affairs Council

Linda L. M. Bennett	Provost and Vice President for Academic Affairs
Jerome R. Cain	Dean of the Pott School of Science and Engineering
Nadine A. Coudret	Dean of the School of Nursing and Health Professions
John L. Deem	Associate Vice President for Student Affairs
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
R. Eugene Klippel	Dean of the School of Business
Ruth H. Miller	Director of Library Services
Thomas Pickering	Dean of the Bower-Suhrheinrich School of Education and Human Services
Thomas Wilhelmus	Dean of the School of Liberal Arts

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; Director of Admissions of Social Work Program, Associate Professor of Social Work, 1995.
 Craig Bere

Thomas D. Bordelon; Ed.D., Montana State University-Bozeman, 1997; Assistant Professor of Social Work, 2002.

Sherry L. Boyd; Ph.D., Indiana State University, 1981; Associate Professor of Education, 1989.

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David C. Cousert; M.S.W., University of Louisville, 1984; Chair of Social Work Department, Bachelor of Social Work Program Director, Associate Professor of Social Work, 1984.

Jane A. Davis-Brezette; P.E.D., Indiana University, 1978; Chair of Physical Education Department, Associate Professor of Physical Education, 1970.

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Michael J. Goedde; B.S., University of Evansville, 1988; Instructor in Physical Education, Varsity Baseball Coach, 1993.

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Thomas J. Philleo; Ph.D., The Ohio State University, 1997; Assistant Professor of Education, Coordinator of Graduate Studies in Education, 1997.

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Ruth S. Thomas

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Evansville Center, I.U. School of Medicine

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School of Liberal Arts

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Christopher M. Bloom; Ph.D., Saint Louis University, 2001; Assistant Professor of Psychology, 2002.
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Sherry B. Darrell; Ph.D., George Peabody College, 1975; Professor of English, 1978.
Michael D. Dixon; Ph.D., The Ohio State University, 2000; Assistant Professor of History, 2000.
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David W. Drebusenko; Ph.D., The Ohio State University, 1987; Associate Professor of Philosophy, 1991.
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Julie A. Evey; Ph.D., Kent State University, 1998; Assistant Professor of Psychology, 1998.
Margaret M. Felton; M.S., University of Evansville, 1987; Instructor in Psychology, 1998.
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Michael W. Given; Ph.D., Southern Illinois University, 1997; Instructor in English, 1997.
John H. Gottcent; Ph.D., University of Wisconsin, 1971; Director of University Core Coordinator, Professor of English, 1970.
Matthew R. Graham; M.F.A., University of Iowa, 1982; Associate Professor of English, 1984. (On Leave Spring 2003).
Larry F. Gries; M.A., Notre Dame University, 1974; 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; Acting Chair of History Department, Assistant Professor of History, 1992.
Peggy F. Harrel; Ph.D., University of Wisconsin, 1985; Director of Graduate Studies and Sponsored Research, Assistant Professor of English, 1989.
Betty L. Hart; Ph.D., West Virginia University, 1991; Professor of English, 1991.
Sandra J. Hermann; M.A., Washington University, 1967; Director of University Division, Instructor in English, 1985.
Dal M. Herring; Ph.D., Texas A&M University, 1976; Chair of Communications Department, Professor of Communications, 1990.
Susanna M. Hoeness-Krupsaw; Ph.D., Southern Illinois University, 1992; Associate Professor of English, 1989. (On Leave Spring 2003)
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 Theatre, 1980.
Teresa Huerta; Ph.D., Purdue University, 1994; Assistant Professor of Spanish, 1994.
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 Advertising, 1993.
M. Shan Jensen; M.F.A., University of Virginia, 1984; Associate Professor of Theatre, 1993.
Marjorie M. Jones; M.A., University of Arizona, 1968; Instructor in Anthropology, 1989.
Michael S. Kearns; Ph.D., University of California, 1980; Professor of English; English Department Chair, 2002.
Joan D. Kempf; M.F.A., Marywood University, 2000; Assistant Professor of Graphic Design, 2000.
Suzan G. Kiesel; M.A., Western Kentucky University, 2001; Instructor in Communal Studies, 2002.
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.

Richard W. Kuykendall; M.F.A., University of Washington, 1991; Assistant Professor of Theatre, 2002.
Scott N. LaFeber; M.F.A., University of Texas at Austin, 1989; Associate Professor of Theatre, Director of Theatre, 1996.
Guillermo Latorre; Ph.D., Purdue University, 1985; Professor of Spanish, 1989.
Carol W. MacKay; Ph.D., University of Kentucky, 1975; Chair of Foreign Languages 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.
Nancy C. McNeely; Ph.D., Southern Illinois University, 1997; Instructor in English, 1998.
Carla Mettling; Ph.D., Stanford University, 1986; Assistant Professor of English, 2002.
Ronald G. Mitchell; M.A., University of Missouri, 1997; Instructor in English, 2000.
Folke-Christine Moeller-Sahling; Ph.D., The Ohio State University, 2002; Assistant Professor of German, 2001.
John M. Morris; M.S., Indiana State University, 1998; Production Manager of WSWI, Instructor in Radio and Television, 2000.
Richard R. Mussard; Ph.D., Southern Illinois University, 1969; Associate Professor of Philosophy, 1968.
Tonya Northernor; M.F.A., University of Memphis, 1999; Instructor in English, 2001.
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; Chair of Psychology, 1974; Professor of Spanish, 1980.

Jeri L. Burger; M.S., University of Minnesota, 1980; Instructor in Nursing, 2002.
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.
Barbara A. Davis; Ph.D., Texas Women's University, 1988; Associate Professor of Nursing, 2001.
B. Renee Dugger; M.S., University of Evansville, 1987; Instructor in Nursing, 2002.
Mary F. Edwards; B.S., University of Southern Indiana, 1994; Instructor and Fieldwork Coordinator in Occupational Therapy, 1997.
Linda K. Evinger; M.S.N., University of Evansville, 1988; Instructor in Nursing, 1991.
Claudine E. Fairchild; B.S., University of Southern Indiana, 2001; Instructor in Radiologic and Imaging Science, 2001.
Cynthia S. Goodwin; M.S.N., University of Evansville, 1983; Instructor in Nursing, 1988.
Peggy A. Graul; 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 Undergraduate Nursing, 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; Ph.D., University of Southern Indiana, 1999; Assistant Professor of Occupational Therapy, 1994.
Roberta E. Hoebeke; M.S., University of Wisconsin, 2002; Professor of Nursing, 2002.
W. Gale Hoehn; M.S.N., University of Evansville, 1998; Instructor in Nursing, 1999.
Robert W. Hooper; B.S., University of Southern Indiana, 1996; Program Director and Instructor in Respiratory Therapy, 1982.
Elizabeth G. Johnson; D.N.S., University of Alabama-Birmingham, 1991; Associate Professor of Nursing, 2001.
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 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; Professor of Nursing, 1989.
Eileen E. Morrison; Ed.D., Vanderbilt University, 1982; Associate Professor of Health Services/Administration, 2001.
Karen L. Parker; Ph.D., University of Cincinnati, 1998; Assistant Professor of Nursing, 1999.
Martin A. Reed; Ph.D., Southern Illinois University, 1983; Program Director, Associate Professor of Radiologic Technology, 1997.
Mayola Rowser; M.S.N., University of Southern Indiana, 1999; Grant Project Coordinator, Instructor in Nursing, 2001.
M. Sammie Rutherford; M.S.N., University of Southern Indiana, 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., University of Evansville, 1988; Instructor in Nursing, 2002.
Anthony W. Schmitt; B.S., University of Southern Indiana, 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.
Kevin J. Valadares; M.H 0-0.ti8l 0.14A4 r2.03 612 -792 reM9 Respiratory Therapy

Gene Freudenberg; Ph.D., Washington University, 1992; Associate Professor of Mathematics, 1995.

Clifford T. Fulton; Ph.D., Kent State University, 2000; Assistant Professor of Biology, 2001.

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 Dean of Pott School of Science and Engineering,
Associate Professor of Biology, Assistant Director of the Center for Teaching and Learning, 1994.

George Ann Griffin; M.Ed., University of Louisville, 1976; Instructor in Mathematics, 1988.

Margaret L. Gruenwald; M.L.S., University of Southern Indiana, 1995; Instructor in Mathematics, 1998.

Marie G. Hankins

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, 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.

Philip C. Fisher; Ph.D. Stanford University, 1979; Dean Emeritus of School of Business; Professor Emeritus of Management, 1991-2003.

Augustine J. Fredrich; M.S.C.E., California State University-Sacramento, 1972; Associate Dean Emeritus of the Pott School of Science and Engineering, Professor Emeritus of Civil Engineering, 1979-2003.

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 r

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 of Southern Indiana. All members of the University community have an equal opportunity to make use of the facilities. However, because the central purpose of the University is to serve the needs of its students, primary consideration is given to the provision of space designed to promote maximum usage of the space 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 at those times when members of the University community have not previously booked particular space.
3. The University has established policies and procedures for maximum benefit and utilization of its resources and facilities and services. Scheduling Services reserves space for University groups before reserving space for non-University groups. However, University groups will need to submit requests for space based on the following deadlines:
 - a. April 1 to confirm space for the following fall semester, after which requests from non-University groups are honored on a first-come, first-served basis. If deadline date falls on Saturday or Sunday, the deadline will be extended to be the following Monday at 4:30 p.m.
 - b. November 1 to confirm space for the following Spring and Summer session, after which requests from non-University groups are honored on a first-come, first-served basis. If deadline date falls on Saturday or Sunday, the deadline will be extended to be the following Monday at 4:30 p.m.
4. Student organization group presidents and advisors receive reminder letters in October and April instructing them to submit requests for weekly meetings and events for the following semester.
5. Scheduling Services Student Scheduler assigns events to the most appropriate space available. Requests for specific rooms or space will be honored whenever possible and in compliance with that particular space priority usage and policies. Scheduling Services reserves the right to re-assign space when necessary. Every effort will be made to notify requesting groups of unexpected room changes prior to their scheduled event.
6. Any student organization may request space up to one year in advance. The space will be confirmed at the time of the request unless it is space that Scheduling Services does not have priority over (such as classroom space, conference center). Requests for space made more than one year in advance will not be honored.
7. Scheduling Services will hold space reservations on a tentative basis for up to two weeks. After that time, unless the student organization's contact person has confirmed the event, the space will be released, without exception. It is not the responsibility of Scheduling Services to notify the student chair thatn advance.

5. The student organization will be responsible for all relevant charges for security, special set-up arrangements, equipment, and any additional staffing that might be required by the size or nature of the function.
6. Groups will be held responsible for the behavior of their organizations. In addition, groups will be held financially responsible for repair, replacement, or cleaning resulting from damages to the facilities, equipment, or for inadequate clean-up.
7. The student chairperson of the event will be responsible for contacting the Student Scheduler to confirm all reservations and requests if he/she does not receive a written confirmation within 10 days of the original request.
8. The student chairperson will be responsible for canceling the event reservation with the Student Scheduler, if necessary.
9. 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.

D. Making Reservations

1. All student organization room reservations and space requests must be made through the services of the Student Scheduler. Space may be scheduled by completing the Event Request Form either in person in UC 213 or online at www.usi.edu/schedule/form.asp. You may call the Student Scheduler at 812/465-7037 to tentatively schedule meeting/event space.
2. The Event Reservation Form should include all information pertinent to the meeting or event:
 - a. name of the student organization;
 - b. name and contact information for person scheduling the space;
 - c. student organization account number, if required;
 - d. date and time of meeting or event;
 - e. desired location of meeting or event;
 - f. anticipated number of attendees;
 - g. entertainment and promotion plans;
 - h. special needs (food or audiovisual).
3. After the room or space has been reserved and confirmation has been received, it is the responsibility of the student chairperson to verify that the information contained on the confirmation sheet is correct.

E. Responsibilities of the Student Scheduler

1. It is the responsibility of the Student Scheduler to review the Event Reservation Form and all contracts with the student chairperson, offering advice regarding fees, special requirements, or possible challenges pertaining to the event or venue.
2. The Student Scheduler will coordinate all appropriate services and confirm the reservation with the student chairperson.
3. The Student Scheduler will forward copies of the event Reservation Form to the Office of Student Development, the student chairperson, and to the offices of Safety and Security and Residence Life, if necessary.

F. Student Organization Use Priorities and Reservations

1. Conference rooms UC 214 and UC 215 will be reserved primarily for student use.
2. Space reserved on a continuing basis as identified by the University Center Coordinating Committee 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;
 - c. annual events made within 24 hours of completion of the event.
3. The Master Calendar provides University departments and organizations with an opportunity to plan events up to three years in advance. For an event, seminar, or meeting to be considered eligible for the Master Calendar, it must have established a three-year consecutive history. In addition, the organization must be able to project the dates for the event for the next three years and must have a sense of the space needed to accommodate the event. Please note: If an event is cancelled at least one time during the three-year period of the Master Calendar, it will no longer be eligible for the next Master Calendar.
4. 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.
5. Use of classroom space can be confirmed three weeks into the fall and spring semesters and one week for summer sessions after classrooms have been assigned for academic purposes, with few exceptions. Prior to the three-week period, student organizations wishing to schedule a meeting or event in a classroom have two options:
 - a. Schedule the meeting in a classroom that does not have a credit class assigned to it, risking that a class might be reassigned to that space within the three-week period (or one week for summer sessions) at the beginning of the semester. It will be the responsibility of the student chairperson to check back with Scheduling Services prior to the event to confirm the reservation.
 - b. Schedule the event in a venue that is not classified as academic classroom space

G. Conflicts and Exceptions

1. 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.
2. Exceptions to these procedures should be directed to the Student Scheduler and Scheduling Services. When necessary, the University Center Coordinating Committee will review requests for exceptions as part of its regular agenda.
3. If there appears to be a conflict with reservations, the Student Scheduler will contact the organization immediately to resolve the matter.

H. Cancelled Space

The Student Scheduler has the right to cancel space for the following reasons:

1. the student organization has not filed Intent to Organize forms in the Office of Student Development;
2. the Accounting Department, due to unpaid services, has frozen the student organization's account;
3. the student organization is in violation of the No Show policy;
4. the student organization has misrepresented an event to avoid charges or compliance with University policy.
5. Cancellations may occur at the request of the Director of Security, President, or Vice Presidents of the University.

If it is necessary for the Student Scheduler to cancel an event, every attempt will be made to immediately notify the student chairperson so that the student organization may seek resolution to the matter and possibly reschedule the event.

I. Fees and Charges

1. Student groups are not charged room rental or setup fees unless the setup involves labor charges for certain University services, such as setting up tables outside the University Center; there is no charge for setting up to eight tables under the bridge. Consult with the Student Scheduler for further details and current charges.
2. As previously mentioned, charges may be incurred if the organization does not cancel reservation space and fails to appear during the scheduled time. (See No Show Policy outlined in Section 2.02B.8)

J. Safety and Security

1. Student organizations may request USI Safety and Security officers or Vanderburgh County sheriffs for events (at the expense of the organization) through the Student Scheduler.
2. At times, when the Office of Safety and Security will require Security's presence for an event, a cost to the scheduling organization may be incurred.
3. Events (such as dances, entertainment, special programs, etc.) will be reviewed by the Director of Safety and Security and sponsoring organizations may be financially responsible for additional security officers, if required.

K. Food Service

1. USI student, faculty, or staff groups of 50 or fewer may bring snack-type foods, including pizza, drinks, chips, pretzels, candy, cake, cookies, and brown bag lunches into meeting rooms of the University Center. The following additional guidelines apply:
 - a. Snacks must be ready-to-eat and brought in at the time of the meeting. University Center food preparation equipment and storage areas are not available for use.
 - b. Groups must clean tables and dispose of trash in provided waste containers, leaving rooms as they found them by the

scheduled meeting end time. (Spray cleaner and towels will be available in storage cabinets in meeting rooms at no charge.)

- c. If the meeting room is not left in order, a cleaning service fee based on the cost of required labor and materials will be issued to the group.
 - d. University Food Services will continue to be the exclusive provider of all served meals. Groups may not provide their own served meals.
 - e. Outside catering services may not serve any food – snacks or meals – in the University Center.
 - f. Groups not affiliated with USI will continue to work with Food Services for all their food needs.
 - g. USI's Food Services is available to serve all catering needs from refreshments to full-service meals. Food Services can be reached at 812/465-1652.
2. With exception to snack foods provided by groups under 50 for their meetings, Food Services (Sodexo) has an exclusive contract for all food, including beverages and meals, served in the University Center. Arrangements for catering service within the University are to be made after the room reservation has been confirmed. There are food delivery charges outside the University Center. A catering guide noting a few of the foods available with current pricing may be reviewed on the Food Services Web page at www.usi.edu/food. The Food Services catering office is located in UC 213; telephone 812/465-1652.
 3. Contact the Food Services catering manager at least ten days prior to the event to allow the necessary time for planning and preparation. Food costs are determined by Food Services. If it is necessary to cancel a food order, you must cancel 72 business hours before your meeting or you will be responsible for the full charges for the food ordered.

L. University Calendar

The Office of News and Information Services maintains a University calendar to provide an overview of University activities and aid the University community in planning events. With an awareness of scheduled activities on campus, the student organizations may select event dates that will attract the optimum number of attendees. To place your event on the University calendar, call the Office of News and Information Services at 812/465-7005.

M. Equipment List

1. Arrangements for audiovisual equipment or special equipment required for an event must be made through the Student Scheduler at the time the room reservation is made.
2. The following equipment is available for use in the University Center:
 - a. easels;
 - b. dry erase marker boards;
 - c. floor podium;
 - d. table podium;
 - e. podium with sound (microphone, amplifier, light);
 - f. microphones;
 - g. microphone table stands;
 - h. slide projector with remote control;
 - i. overhead projectors;
 - j. VCRs and monitors;
 - k. audio cassette players;

- l. 16 mm. film and video projection;
- m. LCD projector;
- n. hardwood dance floor 24 x 24 (a dance floor is required if there is to be dancing);
- o. staging;
- p. spotlights (plus operator);
- q. sound system.

- 3. There may be usage fees associated with some equipment. Contact the Student Scheduler for current fee schedules.

N. Smoking

The University does not permit smoking within any University buildings and expects the cooperation and commitment of all students, faculty, staff, and visitors in maintaining a smoke-free environment.

O. Alcohol

Alcohol is not permitted at student organization events.

P. Decorations

Decorations, displays, or exhibits that require flame or water cannot be used in University buildings. Hurricane or votive candles may be used on tables. Open flame candles are prohibited. The Office of Special Events (Conference Services) has a supply of hurricane lamps, votive candles, and centerpiece mirrors for rent. Please contact the Student Scheduler for more information.

Masking tape may be used to hang decorations. The use of cellophane tape, glue, staples, thumbtacks, or adhesive is not permitted on the walls, ceilings, doorframes, doors, columns, or staging for attaching any material. Angel hair, glitter, confetti, and straw also are prohibited.

2.03 MISUSE OF SAFETY EQUIPMENT OR ENGAGING IN ACTIVITIES DANGEROUS TO SELF OR OTHERS

which include, but are not limited to, 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.

2.05 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.

University of Southern Indiana 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 nec-

essary 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.

3. in designated family housing, including residence rooms, and certain common areas approved for such purpose by the dean

- 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; or (D) a youth program center (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 cocaine or 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 practice, knowingly or intentionally possesses cocaine (pure or adulterated) or a narcotic drug (pure or adulterated) classified in schedule I or II, or methamphetamine (pure or adulterated) commits possession of cocaine, a narcotic drug, or methamphetamine, 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, narcotic drug, or methamphetamine possesses less than three (3) grams of pure or adulterated cocaine, a narcotic drug, or methamphetamine: (A) on a school bus; or (B) in, on, or within on thousand (1,000) feet of (i) school property; (ii) a public park; (iii) a family housing complex or (iv) a youth program center; and 4) a Class A felony if the person possesses the cocaine, narcotic drug, or methamphetamine 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; (iii) a family housing complex or (iv) a youth program center (Indiana Code 35-48-4-6).
- D. Possession of paraphernalia:
1. A person who possesses a raw material, an instrument, or 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; or 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 of this chapter commits a Class C felony. (Indiana Code 35-48-4-4.6)
 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: 1) 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; (iii) a family housing complex; or (iv) a youth program center (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, a narcotic drug, or methamphetamine, 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, a narcotic drug, or methamphetamine, pure or adulterated, classified in Schedule I or II; commits dealing in cocaine, a narcotic drug, or methamphetamine, 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 manufactured, 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; (iii) a family housing complex; or (iv) a youth program center (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 (IC 35-48-4-13).

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) manufacturing; (B) keeping; (C) offering for sale; (D) selling; (E) delivering; or (F) 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

Disabled persons may use designated parking spaces by displaying a state-issued disabled license plate/placard or a USI disabled parking hangtag. Applications for USI temporary parking tags are available at the County Center in the Orr Center Building (disabled persons) TjETQq1 i -1 793 614 -79

students and faculty are expected to report instances of academic dishonesty. Faculty should explain the special hazards regarding academic honesty in their discipline. Faculty also should plan and supervise academic work carefully so honest effort will be encouraged.

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/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;

- 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 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, per Section 4.03, he may appeal to the Campus Appeals Commission. See also Section 4.05.

3.04 IMPLEMENTATION OF POLICY

Specific procedures and reporting forms for faculty members, including the Student Academic Honesty Policy, may be found on the dean of students' Web page. Students who wish to report an act of academic

literature on car windows, light poles, sidewalks, building doorways, trash cans, or in unapproved locations is not permitted. Violations to the Campus Posting Policy should be reported to the office of the Dean of Students.

Posting Guidelines and Procedures

Bulletin Boards

All flyers and posters may be placed on bulletin boards and must meet the guidelines stated in the first paragraph of this policy. They are not to exceed 22" x 30" and must be secured by using pushpins or thumb-tacks on designated bulletin boards. Bulletin boards and posting areas are defined for use as follows:

-

3. provide an orderly environment conducive to learning;
4. encourage the personal growth of students.

The Board of Trustees of University of Southern Indiana 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 brought before the dean of students. 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 guilty of a 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 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.

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 also may 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 also may be assessed.
4. Any further violation of University regulations or probation restriction while on probation means that an organization sub-

F. Complaints Filed with ICHE

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 46204-1971
Telephone: 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 provost and 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 provost and 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 provost and 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. 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 provost and vice president for Academic Affairs.
3. The dean will press charges following the procedures in the Student Code of Conduct.

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