























UNIVERSITY OF SOUTHERN INDIANA

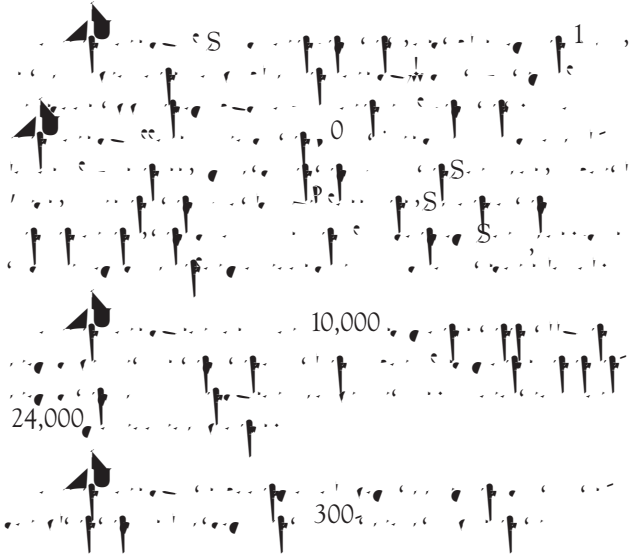


2000-2002
BULLETIN



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Musical score for a string quartet, page 2. The score is written for four staves (Violin I, Violin II, Viola, and Cello/Double Bass). It features a complex rhythmic pattern with many sixteenth and thirty-second notes. There are several dynamic markings, including 'S' (Sforzando) and 'B' (Basso). The score is densely packed with notes and rests.

Musical notation for the first section of the score, featuring a treble clef and various notes and rests.

Musical notation for the second section of the score, featuring a treble clef and various notes and rests.

University Board of Trustees

Musical notation for the University Board of Trustees section, featuring a treble clef and various notes and rests.

Trustees

Musical notation for the Trustees section, featuring a treble clef and various notes and rests.

Officers of the University

Musical notation for the Officers of the University section, featuring a treble clef and various notes and rests.

Academic Programs

Musical notation for the Academic Programs section, featuring a treble clef and various notes and rests.

Handwritten musical score on the left page, featuring multiple staves with notes, rests, and dynamic markings like 'S' and 'P'. The notation includes various rhythmic values and articulation marks.

Handwritten musical score on the right page, continuing from the left page with similar notation and dynamic markings. It includes numerical annotations such as '3,000', '3001', '30', and '120' interspersed among the staves.

Undergraduate Admission Requirements and Procedures

Beginning Freshmen

S
40
p
S
10
S 1200 2
20
40
S
40
S 101 (

1. The first part of the document is a list of names and titles, including "Dr. John Doe" and "Dr. Jane Smith".

Credit for Associate and Occupational Degree Programs

Students who have earned credit for an associate or occupational degree program may be eligible for credit for the same program at the university. This credit is granted on a case-by-case basis. Students should contact the Registrar's Office for more information.

Special Student

A Special Student is a student who is not currently enrolled in a degree program but who wishes to take one or more courses. Special students may be admitted to a course on a non-degree basis. They must meet the same admission requirements as degree-seeking students.

Notice of Admission

A Notice of Admission is a document that is sent to a student who has been accepted for admission to the university. It contains important information about the student's admission, including the date of admission, the program of study, and the location of the campus.

Step-by-Step Admission Procedure

1. S...
2. S...
3. S...
4. S...
5. S...
6. S...
7. S...
8. S...
9. S...
10. S...
11. S...
12. S...

2. S...

3. S...

4. S...

GED Test Admission

Students who have passed the General Educational Development (GED) test may be eligible for admission to the university. The GED test is a standardized test that measures a student's knowledge and skills in reading, writing, mathematics, and science. Students who pass the GED test are considered to have earned the equivalent of a high school diploma.

... 12/4 -124 ...

Servicemembers Opportunity College

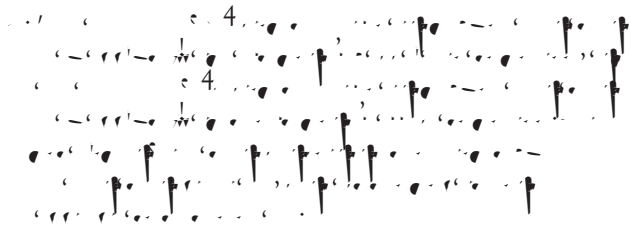
... (S) ...

Programs for Spouses and Retirees

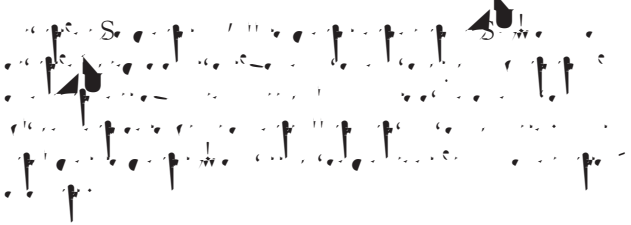
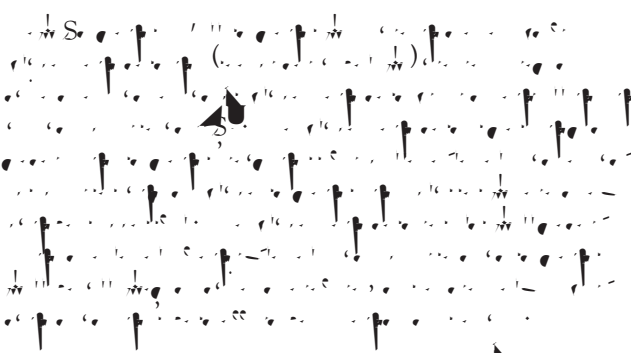
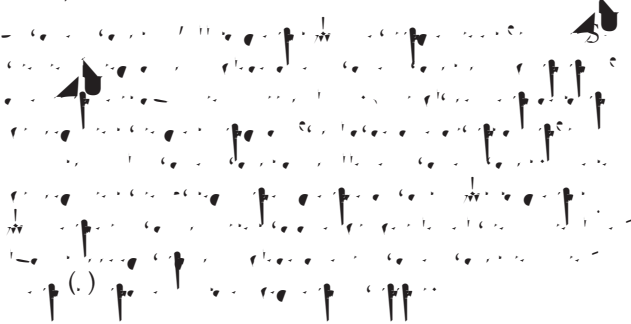
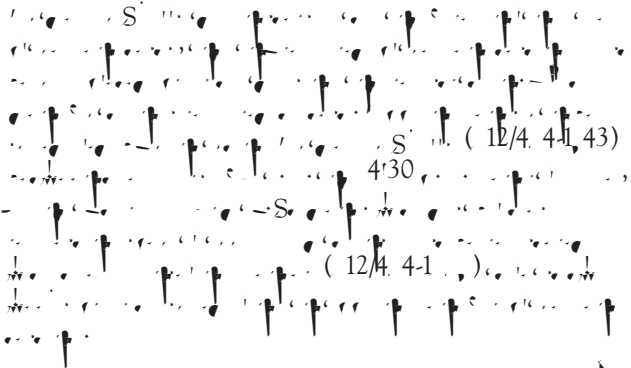
... S ...

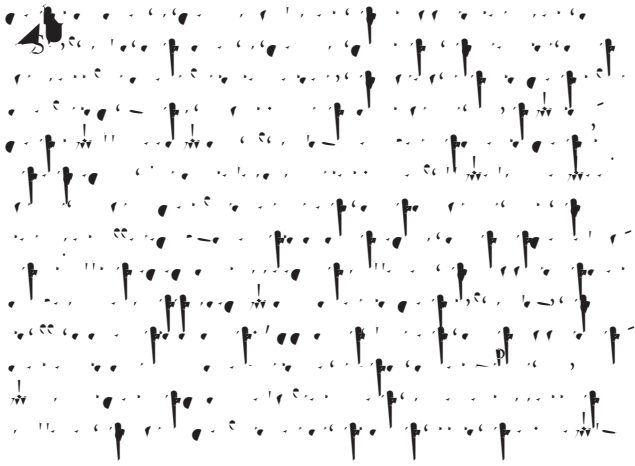
Application Deadlines






Placement Testing Program



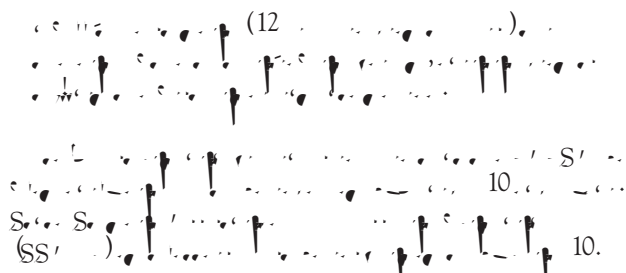


Application for Financial Assistance



The text in this section is completely redacted with a solid black box. The redaction covers approximately 7 lines of text, starting from the first line of the 'Application for Financial Assistance' section.





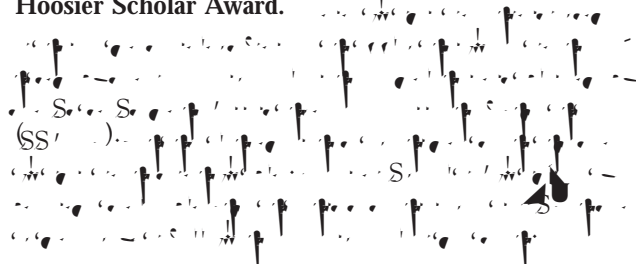
(12)

10.

10.

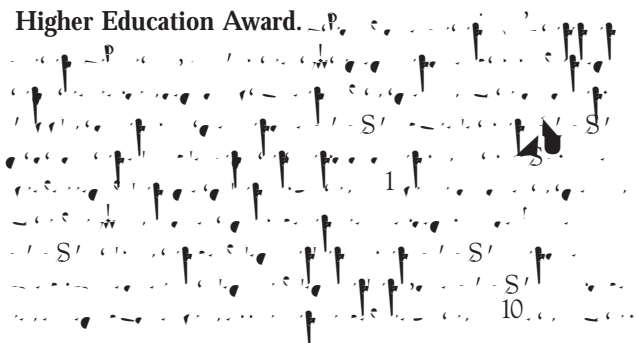
State of Indiana Financial Aid Programs

Hoosier Scholar Award.



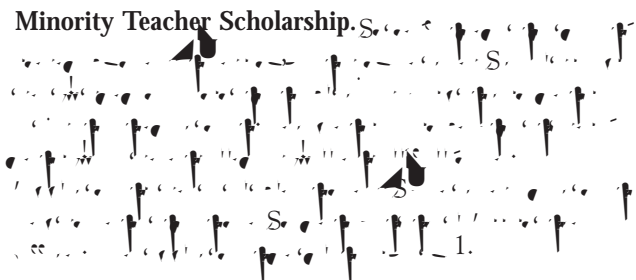
(SS)

Higher Education Award.

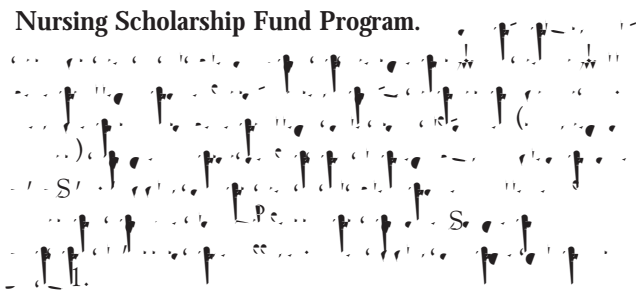


10.

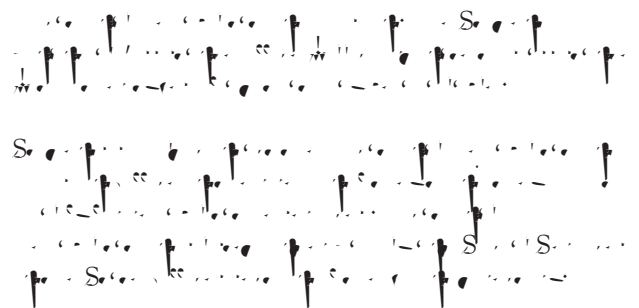
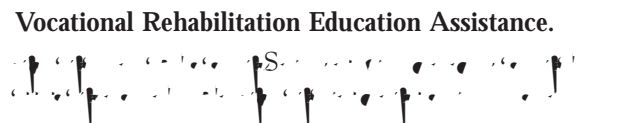
Minority Teacher Scholarship.



Nursing Scholarship Fund Program.

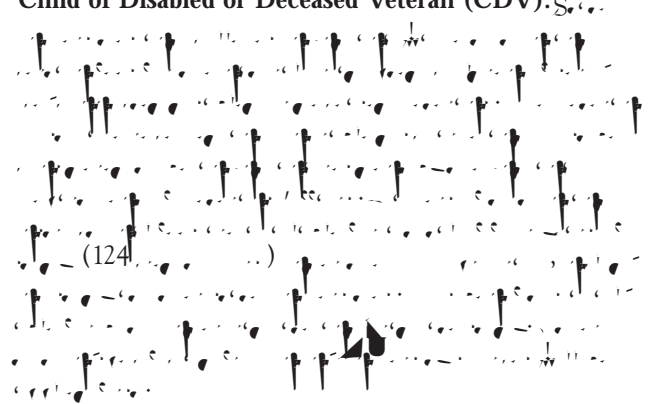


Vocational Rehabilitation Education Assistance.

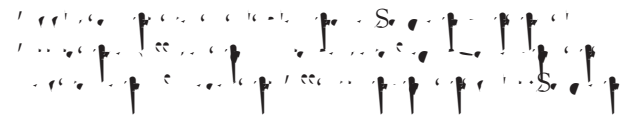


S

Child of Disabled or Deceased Veteran (CDV).



(124)



S

USI Regional Academic Scholarship. 200. (S) 4.0. 2.0.

USI Regional Academic Scholarship. 200. (S) 4.0. 2.0. 2400. 21. 1 00.

One-Course Plan. (P) 0.

(S) \$2.

(S) 2.0. 12. 12.

(S) (P)

Limitation on Participation. (S)

Student Employment. (S) (P)

USI Foundation Scholarships. (S) 1. \$400. \$2,000.

(S)

Satisfactory Academic Progress. (S) (P) 1.0.

(S) (P) 3.

(S) (P)

Musical score system 1, featuring a vocal line with lyrics and piano accompaniment. The lyrics include "(1 0)".

Musical score system 2, featuring a vocal line with lyrics and piano accompaniment. The lyrics include "21. S.". Dynamic markings include *p*.

Musical score system 3, featuring a vocal line with lyrics and piano accompaniment. The lyrics include "(1-31 32-2 3+)". Dynamic markings include *p*.

Musical score system 4, featuring a vocal line with lyrics and piano accompaniment. The lyrics include "S.". Dynamic markings include *p*.

Musical score system 5, featuring a vocal line with lyrics and piano accompaniment. The lyrics include "S.". Dynamic markings include *p*.

Musical score system 6, featuring a vocal line with lyrics and piano accompaniment. The lyrics include "(11)".

Musical score system 7, featuring a vocal line with lyrics and piano accompaniment. The lyrics include "()". Dynamic markings include *p*.

Musical score system 8, featuring a vocal line with lyrics and piano accompaniment. The lyrics include "S.". Dynamic markings include *p*.

The image displays a page of musical notation for piano, consisting of multiple staves. The notation includes various rhythmic values, stems, and beams. Several dynamic markings are present, including *ff* (fortissimo), *f* (forte), *mf* (mezzo-forte), *fz* (forzando), and *sfz* (sforzando). There are also markings for *rit.* (ritardando) and *tr.* (trill). The score is divided into measures, with some measures containing fingerings such as 10, 12, 13, 14, 11, 10, and 231. The notation is dense and covers most of the page.

FEES AND EXPENSES

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

200. -200. \$14.
 \$21

Non-Resident Fees

\$20. 0 \$210.30

Special Fees

\$3

\$2

\$10

\$1

\$40

\$3 \$100.

\$30.
 \$12

\$

\$

\$10

\$200.

\$2

\$2.

\$3.

\$4 \$1.

\$30

\$22.
 \$10. \$10.

Refund Policy

Students who are required to pay for a course at the time of registration will receive a refund of the amount paid if the student is unable to attend the course. The refund amount is determined by the following schedule:

Time of Request	Refund Amount
Before the first class meeting	100%
After the first class meeting, but before the second class meeting	75%
After the second class meeting, but before the third class meeting	50%
After the third class meeting, but before the fourth class meeting	25%
After the fourth class meeting	0%

Students who are required to pay for a course at the time of registration will receive a refund of the amount paid if the student is unable to attend the course. The refund amount is determined by the following schedule:

Time of Request	Refund Amount
Before the first class meeting	100%
After the first class meeting, but before the second class meeting	75%
After the second class meeting, but before the third class meeting	50%
After the third class meeting, but before the fourth class meeting	25%
After the fourth class meeting	0%

Payment

Students are required to pay for their courses at the time of registration. The amount of the payment is determined by the following schedule:

Time of Request	Payment Amount
Before the first class meeting	\$2,000
After the first class meeting, but before the second class meeting	\$4,000
After the second class meeting, but before the third class meeting	\$2,000
After the third class meeting, but before the fourth class meeting	\$0
After the fourth class meeting	\$0

UNDERGRADUATE ACADEMIC INFORMATION AND POLICIES

Students should consult with their advisor to determine the appropriate academic year for their program. The academic year is determined by the semester in which the student begins their program. Students who begin in the fall semester are in the first academic year, and students who begin in the spring semester are in the second academic year.

Academic Year

Students should consult with their advisor to determine the appropriate academic year for their program. The academic year is determined by the semester in which the student begins their program. Students who begin in the fall semester are in the first academic year, and students who begin in the spring semester are in the second academic year.

Class Load

Students should consult with their advisor to determine the appropriate class load for their program. The class load is determined by the number of credit hours a student is required to take each semester. Students who are required to take 12 credit hours per semester should aim to take 12-14 credit hours per semester. Students who are required to take 15 credit hours per semester should aim to take 15-17 credit hours per semester.

Student Overload

Students should consult with their advisor to determine the appropriate student overload for their program. The student overload is determined by the number of credit hours a student is required to take each semester. Students who are required to take 12 credit hours per semester should aim to take 12-14 credit hours per semester. Students who are required to take 15 credit hours per semester should aim to take 15-17 credit hours per semester.

Course Numbers

Students should consult with their advisor to determine the appropriate course numbers for their program. The course numbers are determined by the semester in which the student begins their program. Students who begin in the fall semester are in the first academic year, and students who begin in the spring semester are in the second academic year.

Class Attendance

Students should consult with their advisor to determine the appropriate class attendance for their program. The class attendance is determined by the number of credit hours a student is required to take each semester. Students who are required to take 12 credit hours per semester should aim to take 12-14 credit hours per semester. Students who are required to take 15 credit hours per semester should aim to take 15-17 credit hours per semester.

Students should consult with their advisor to determine the appropriate class attendance for their program. The class attendance is determined by the number of credit hours a student is required to take each semester. Students who are required to take 12 credit hours per semester should aim to take 12-14 credit hours per semester. Students who are required to take 15 credit hours per semester should aim to take 15-17 credit hours per semester.

Developmental Classes Mandatory Attendance Policy

Students should consult with their advisor to determine the appropriate developmental classes mandatory attendance policy for their program. The developmental classes mandatory attendance policy is determined by the number of credit hours a student is required to take each semester. Students who are required to take 12 credit hours per semester should aim to take 12-14 credit hours per semester. Students who are required to take 15 credit hours per semester should aim to take 15-17 credit hours per semester.

Students should consult with their advisor to determine the appropriate developmental classes mandatory attendance policy for their program. The developmental classes mandatory attendance policy is determined by the number of credit hours a student is required to take each semester. Students who are required to take 12 credit hours per semester should aim to take 12-14 credit hours per semester. Students who are required to take 15 credit hours per semester should aim to take 15-17 credit hours per semester.

Administrative Withdrawal for Non-Attendance

Students should consult with their advisor to determine the appropriate administrative withdrawal for non-attendance for their program. The administrative withdrawal for non-attendance is determined by the number of credit hours a student is required to take each semester. Students who are required to take 12 credit hours per semester should aim to take 12-14 credit hours per semester. Students who are required to take 15 credit hours per semester should aim to take 15-17 credit hours per semester.

the... / ...
S. ...

General Student Policies

Pr...
S...

Classification

...
S...
...

Transcripts (academic)

A musical score for an academic transcript. It features a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The melody is written on a single staff with a soprano clef. The notes are mostly quarter and eighth notes, with some rests. There are several slurs and ties. The piece ends with a double bar line and a repeat sign.

How to view an unofficial transcript

A musical score for an unofficial transcript, presented as four variations. It features a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The melody is written on a single staff with a soprano clef. The variations are numbered 1) through 4). Variation 1) is the most complex, with many sixteenth and thirty-second notes. Variation 2) is simpler, with mostly quarter and eighth notes. Variation 3) is the simplest, with mostly quarter notes. Variation 4) is a more complex variation, with many sixteenth and thirty-second notes. Each variation ends with a double bar line and a repeat sign.



S
W
F

Schedule Changes

S
W
F

S
W
F
100
2
*

1. Through the first week of the semester (100 percent credit*)

S
W
F

2. Beginning the second week of the semester, through the end of the week before final exams (75 percent credit or less*)

S
W
F

Grading:

S
W
F
*

10
W
F

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

S
W
F
100
2
*

1. Through the first two days of the term (100 percent credit*):

S
W
F

2. Beginning the third day of the term, through the last day of class before the final exam (75 percent credit or less*):

S
W
F

Grading:

S
W
F
*

.....







Musical score for the first section, featuring a piano accompaniment with various dynamics and articulations. The score includes markings such as *S*, *2.0*, *(.)*, and *e 30*.

Application for Graduation.

Musical score for the 'Application for Graduation' section, showing a piano accompaniment with dynamic markings.

Honors.

Musical score for the 'Honors' section, featuring a piano accompaniment with dynamic markings and articulations. The score includes markings such as *S*, *(.)*, and *S*.

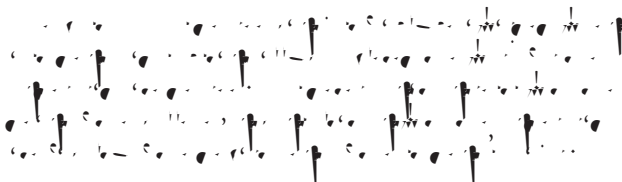
Musical score for the second section, featuring a piano accompaniment with dynamic markings and articulations. The score includes markings such as *e 30*, *3.*, and *3.*.

Second Baccaureate Degree

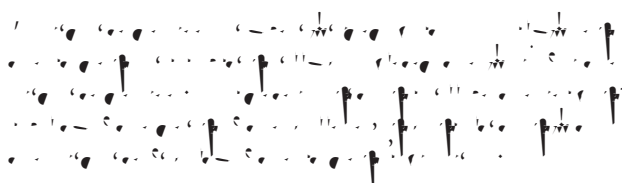
Musical score for the 'Second Baccaureate Degree' section, showing a piano accompaniment with dynamic markings and articulations. The score includes markings such as *e 30*, *P*, *(.)*, and *30*.



Undergraduate



Graduate

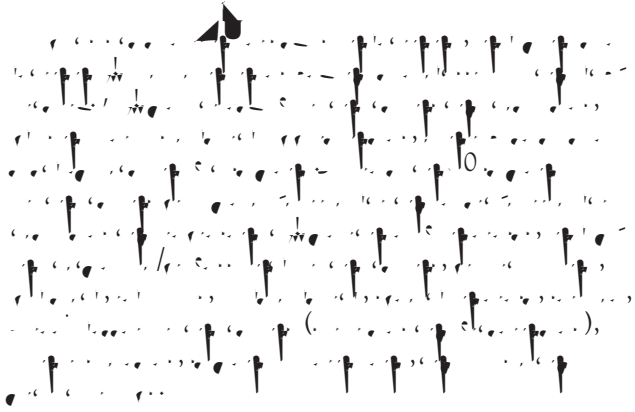


Certification of Recognition

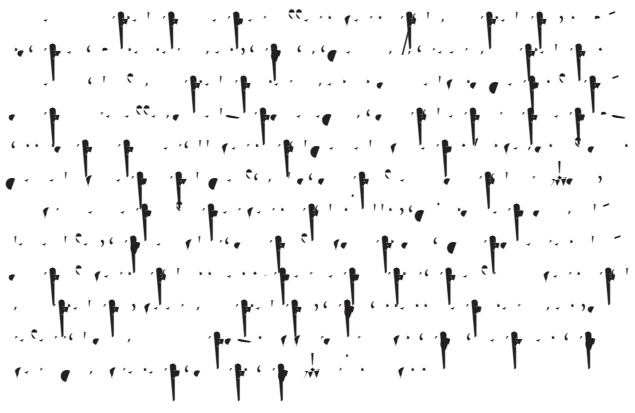


Office of Veterans' Affairs

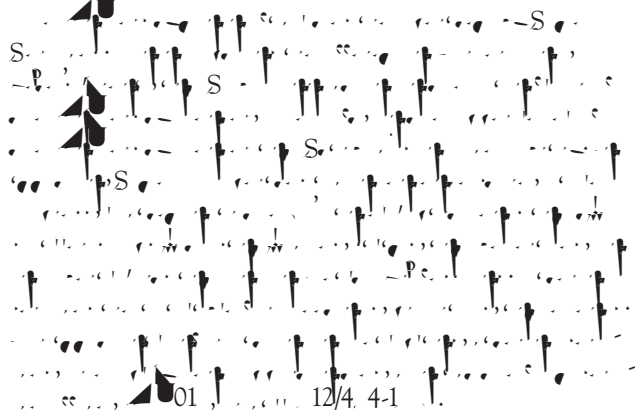




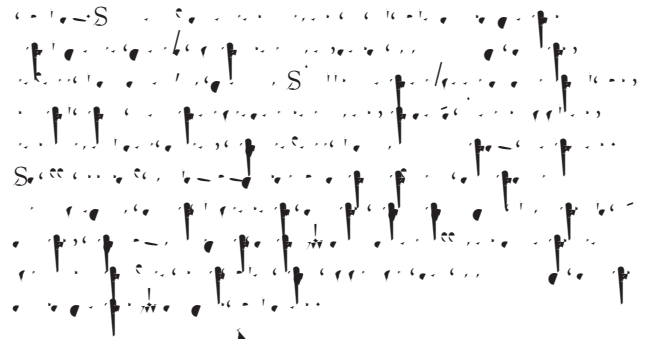
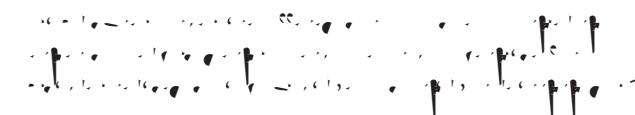
Counseling Center



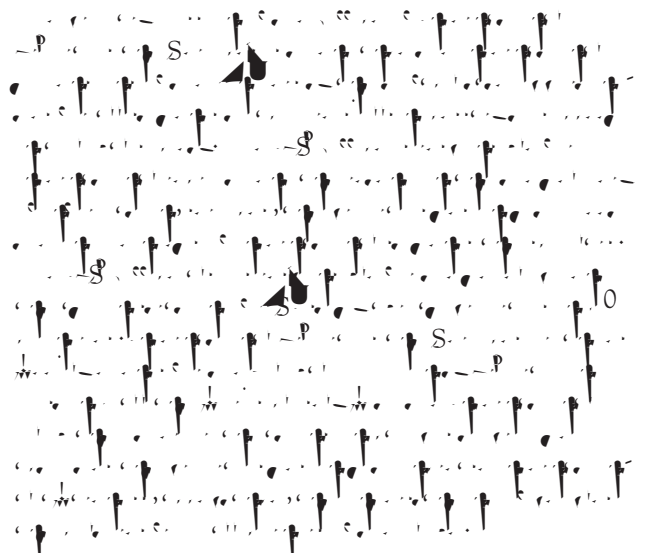
Dining Facilities



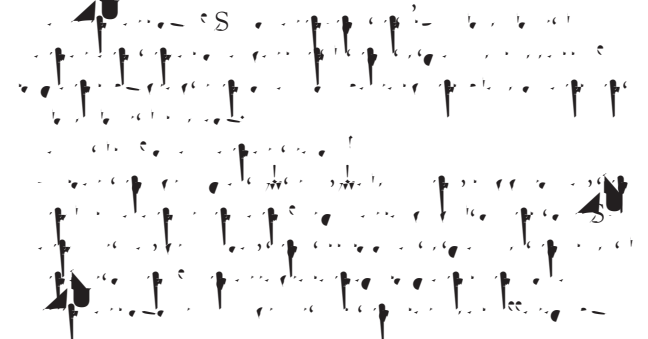
Disability Resources

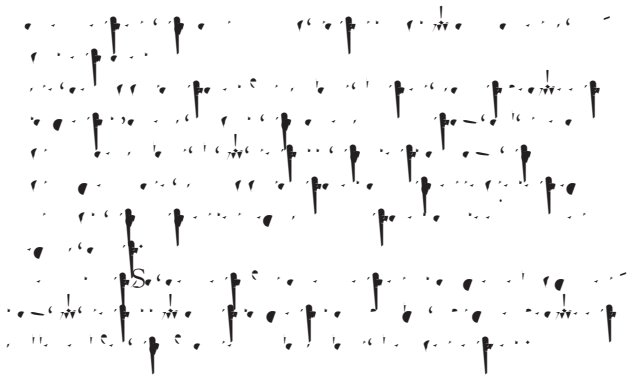


International Programs and Services

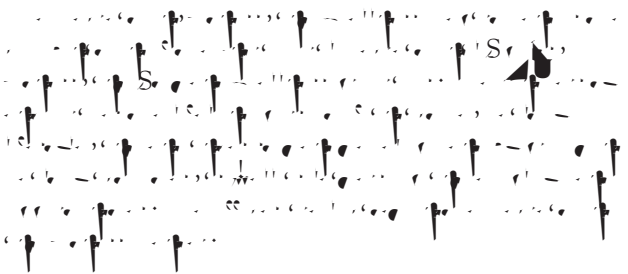


Multicultural Center

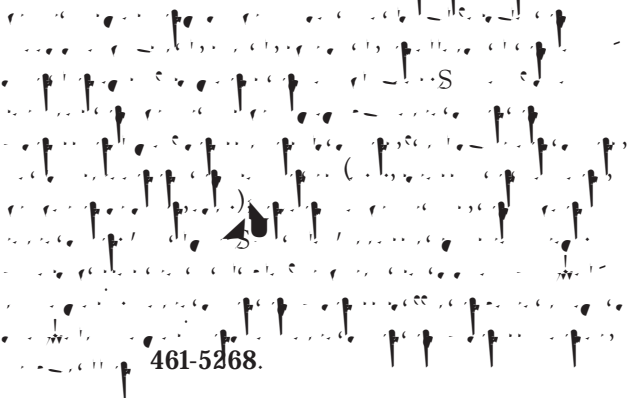




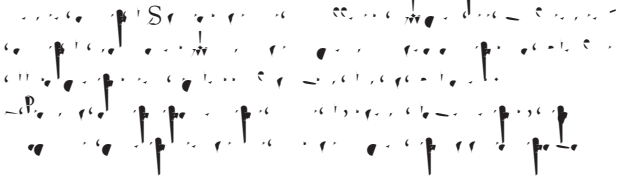
Recreation, Fitness, and Wellness

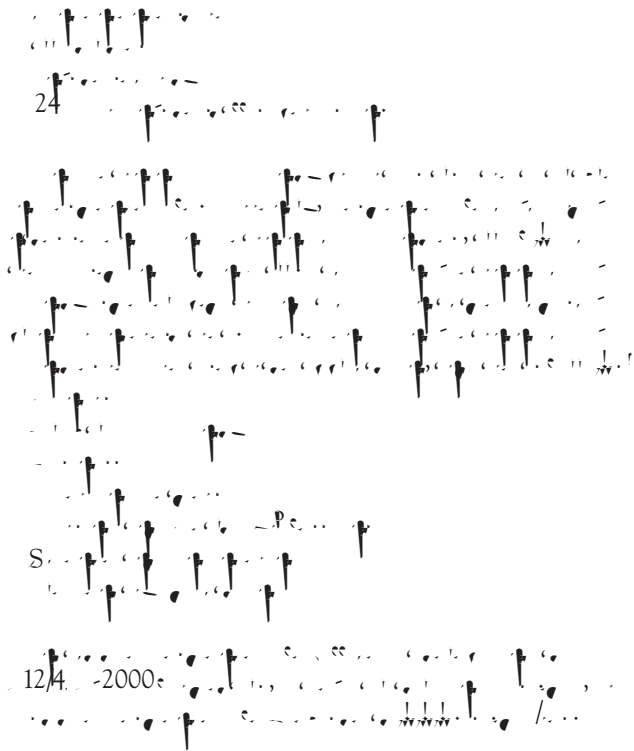


Recreation and Fitness



Intramural Recreational Sports

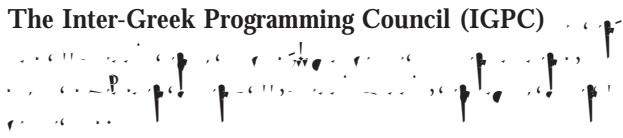




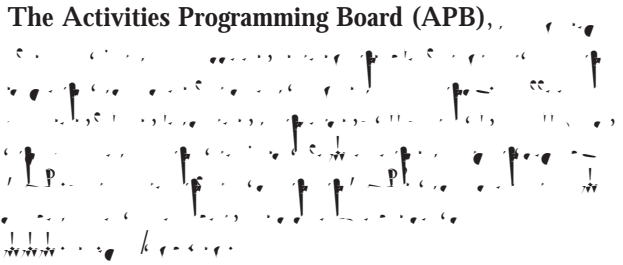
Student Development Programs
(Student Organizations, O'Daniel Leadership Academy, Orientation, Panhellenic Council, Interfraternity Council, Inter-Greek Programming Council, Activities Programming Board, and First Year Initiatives)



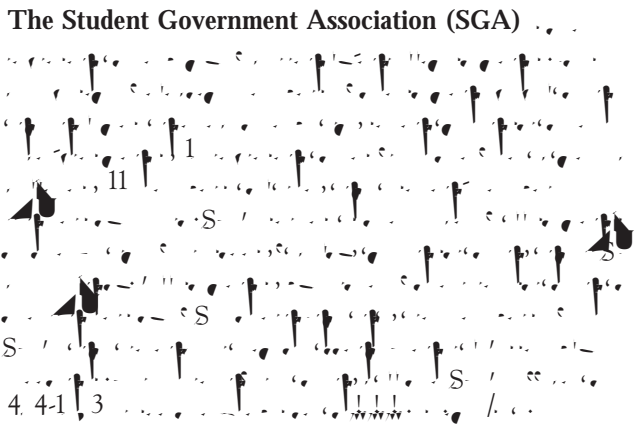
The Inter-Greek Programming Council (IGPC)



The Activities Programming Board (APB)



The Student Government Association (SGA)



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to th[scesers on8'i)l5F3 T6.0(87Id2llw(Thehielndn8'i)lhT*Uca26.5'iId2ll(.he Studeves fro caldisciplinePcu5s,10.86804meb site&a

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Student Rights and Responsibilities: A Code of Student Behavior,

1.0 *Student Rights and Responsibilities: A Code of Student Behavior.*

Deception/Falsification/Misrepresentation

2.1 *Student Rights and Responsibilities: A Code of Student Behavior.*

Student Academic Honesty

3.0 *Student Rights and Responsibilities: A Code of Student Behavior.*

Policy on Alcoholic Beverages and Illegal Drugs

211 *Student Rights and Responsibilities: A Code of Student Behavior.*

Student Rights and Responsibilities: A Code of Student Behavior,

Student Rights and Responsibilities: A Code of Student Behavior),

Student Rights and Responsibilities: A Code of Student Behavior).

... p e ... p ... P ... e ... e ...



The image displays a handwritten musical score on a page with a horizontal line at the top. The score is written in black ink on a white background. It consists of several systems of music, each starting with a treble clef and a common time signature (C). The notation includes various note values such as quarter notes, eighth notes, and sixteenth notes, along with rests and dynamic markings like 'p' (piano) and 'S'. There are also some markings that look like '1' and '4'. The handwriting is somewhat dense and appears to be a student's work. The score is organized into several systems, with some systems containing multiple staves. The overall appearance is that of a student's musical composition or transcription.

University Core Curriculum

2. S. 101, S. 2.1
 S. 1, S. 20, S. 20
 S. 302
 S. 330
 S. 111
 S. 101, S. 102
 S. 201
 S. 121, S. 22, S. 231, S. 23, S. 2.1,
 S. 2.1

3. S. 201()
 S. 10(), S. 111, S. 112(), S. 114(),
 S. 121, S. 122(), S. 133(),
 S. 141(), S. 1.1(), S. 1.2(), S. 1.,
 S. 20(), S. 2.1, S. 2.2, S. 2
 S. 103, S. 10(), S. 141(),
 S. 1.1(), S. 2.1(), S. 2.2()
 S. 112, S. 21
 S. 101, S. 11, S. 131, S. 132,
 S. 1.1, S. 1.1(), S. 1.2(), S. 234
 S. 321
 S. 101, S. 1.1(), S. 1.1(), S. 20(),
 S. 20(), S. 20(), S. 20, S. 20

4. S. 1

Mohammed Khayum, Ph.D.,
Gregory Murphy, Ph.D.,
William Henderson, M.S.,
Brian McGuire, Ph.D., C.P.A., C.M.A., C.B.M.,

(... ..)

...

...

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...

...

Transfer-Credit Policy

...

...

Business Degree Requirements

...

124, ... 0

(2 ...)

20, ... 241, ... 20,

2-

2

31

24, 33

12

2.2

2

2.0

University Core Curriculum Requirements

0

0

Required University Core Curriculum Courses

S...	101	3
S...	201	3
S...	101	3
...	111	3-4
S...	20	20
...	241	3
S...	4 2	3
...		3
...		3
...		2
...		3
S...		

12
 204
 12

Major

31 (2)

Required Courses

203	1
303	3
304	3
311	3
31	3
413	3
41	3
	1

12

Financial Accounting Track

401	3
411	3
422	3
3.3	3

Managerial Accounting Track

4.1	3
S 44	3
401	3
41	3

Financial Management Track

401	3
3.1	3
433	3
4.1	3

Information Systems Track

S 3	3
S 3	3
S 3	3
S 4 4	3
	2

12

Computer Information Systems

Computer Information Systems

(S)

Major

(30) (31)

Required Courses		21
S 111		3
S 31		3
S 3,		3
S 3,		3
S 3,		3

...
 ...
 ...

Major

... (24 ... 31 ...)

Required Courses **15**

S 31	...	3
S 31	...	3
S 31	...	3
S 44	...	3
S 44	...	3

... (...) ...

Human Resource Management

341	...	3
40	...	3

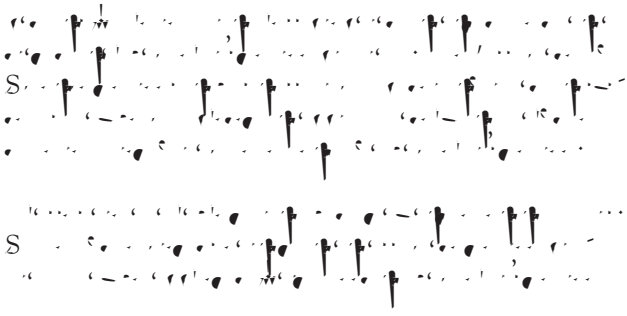


33
 341
 343
 34
 3
 3
 3
 4 1
 3
 3
 30
 4 1 S
 3
 30
 3
 331
 3
 3
 4 2
 3
 313
 S
 S 3 1
 3
 3
 303
 3
 3
 311

Minor – Management

1
 1, (20 20)
 3 201, .Management, 3 heures1 (3 sF.33.9(1, hour-J/F332 Curoumee ons 3 hcTJTcs (oN 34)85.1Huhr-J/F33





Musical score for the first system, featuring multiple staves with notes and rests. Labels 'S', 'P', and '3.0' are visible within the notation.

S III		S	3
S 3I		S	3
S 3,			3
S 3,		S	3
S 3,			3
S 4,		S	3
S			

401 Advanced Accounting (3) -P
303

411 Advanced Federal Taxation (3)
311.S

413 Accounting Information Systems (3)
303

415 Auditing Theory and Practice (3)
303

416 Advanced Cost Accounting (3) 31
31

422 Financial Report and Analysis (3)
304

490 Individual Study in Accounting (1-3)

499 Accounting Professional Practice (1-3)
(1)
(2)
(3)
S 1 1, 201, 202, 2, 20, 20,
201, S-P, 101.S, 2,
2,

Administrative Systems/Business Education (ASBE prefix)

231 Business Communication (3)
-P, S-P, 101, S 1 1, 201, S, S

261 Advanced Microcomputer Applications (3)
S 2 1, P, S 1 1
S, S

291 Desktop Publishing and Web Design (3)
S 2 1, S

393 Methods of Teaching Computer Courses (3)
S 2 1, S

397 Methods of Teaching Business Education (3)
20, 20, 2

401 Business Career Planning and Professional Development (1)
S 231, S, S

471 Principles and Philosophy of Vocational Education (3)
S

481 In-School Laboratory Programs in Vocational Education (3)
S
3

490 Individual Study in Administrative Systems or Business Education (1-3)

498 Techniques of Coordinating Cooperative Education (3)
S

Business Law (BLAW prefix)

263 Legal Environment of Business (3)

S 31

476 Introduction to Web Development (3)

S III

477 Applied Software Development Project (3)

S 31, S 3, S 3, S

487 Special Topics in CIS (3)

S 31

490 Individual Study in Computer Information Systems (1-3)

499 Computer Information Systems Professional Practice (3)

(1)
(2)
(3)
S I I, 3, 201, 202, 2, 20
20, 201, S-P, 101, S
P 2, P 2

Computer Science (CS prefix)

201 Object-Oriented Programming (3)

S

CS 215 Discrete Structures for Computer Science (3)

S

S

CS 259 Introduction to Programming in C# (3)

S III, S

288 Microcomputer-Based Programming (Visual Basic) (3)

S III

301 Object-Oriented Design and Methodology (3)

S 201, S

311 Algorithm Design and Analysis (3)

S 201, S 21, S 301, S

321 Architecture of Digital Computers (3)

S

359 Advanced C# Programming (3)

S 12, S

365 Operating Systems (3)

S 201, S 21, S 301, S 311

377 Introduction to Database Concepts (3)

S 3, P

379 Programming Languages (3)

301, S 311, S 201, S 21, S

388 Advanced Microcomputer-Based Programming (Visual Basic)

(3)

309 Intermediate Macroeconomic Theory (3)
P 20 S 20

311 Government and Business (3)S
P 20 S 10

331 Public Finance (3)
P 20 S 20

341 International Trade (3)
P 20 S 20

343 International Finance (3)
P 343, 20, 20, 30, S

346 Development Economics (3)
P 20 S 20

351 Labor Economics (3)
P 10 S 20

353 Economics of Sports (3)
P 20 S

361 Money and Banking (3)
P 20 S 20 S

365 Intermediate Statistics for Business Decisions (3)
P 2 S

453 The Economics of Health Care (3)
P S

461 History of Economic Thought (3)
P 20 S 20 S

472 Econometrics (3)
P 20 S 2

480 The Digital Economy (3)
P 20 S 20

489 Special Topics in Economics (1-3)
P S 20 S 20

490 Individual Study in Economics (1-3)

499 Senior Seminar in Economics (3)
P S 30 S 30

Finance (FIN prefix)

201 Fundamentals of Finance (3)
P S

208 Personal Financial Management (3)
P S

305 Business Finance (3)
P 201, 202, 2 S 20 S 21 S S

335 Entrepreneurial Finance (3)
P 30 S

341 Risk and Insurance (3)

343 International Finance (3)

30
201

438 Marketing Research (3)

2 30

444 Sales Management (3)

201 30

447 Retailing Policy and Management (3)

30

448 Marketing Management (3)

S

461 Seminar in Integrated Marketing Communications (3)

4.1 441
241 2.1
201 30 S

471 International Marketing (3)

201 30 S

475 Seminar in Contemporary Marketing Problems (3)

30 S

490 Individual Study in Marketing (1-3)

30 S

General Physical Education

Musical notation for General Physical Education, consisting of multiple staves of music. The notation includes various rhythmic patterns, rests, and dynamic markings. Key elements include:

- Staff 1: Musical notation with a '12' marking.
- Staff 2: Musical notation with a '2-4' marking.
- Staff 3: Musical notation with 'P 2 1' and 'S' markings.
- Staff 4: Musical notation with 'P 2 2', 'P 2 1', 'P 2 3', and 'S' markings.
- Staff 5: Musical notation with 'P 2 1' and 'S' markings.
- Staff 6: Musical notation with 'P 2', 'S', and 'P 3 3' markings.
- Staff 7: Musical notation with 'P 3', 'S', and 'P 3 1' markings.
- Staff 8: Musical notation with 'P 3 1', 'P 3 4', and 'P 4 1' markings.
- Staff 9: Musical notation with 'P 4 1' and 'P 4 2' markings.
- Staff 10: Musical notation with 'P 4 2' and 'S' markings.
- Staff 11: Musical notation with 'P 4', 'P 3', and 'P 111' markings.
- Staff 12: Musical notation with '12' and 'S' markings.
- Staff 13: Musical notation with '201', '3', and '313' markings.
- Staff 14: Musical notation with 'S', '3', '201', and 'S' markings.
- Staff 15: Musical notation with '3', '20', and '3' markings.
- Staff 16: Musical notation with '3', '41', 'S', and '3' markings.
- Staff 17: Musical notation with '3', '3', and 'P' markings.
- Staff 18: Musical notation with 'P 4 3', 'S', '231', 'S', 'P', 'S', and '3.1' markings.
- Staff 19: Musical notation with 'S', '3', and 'S' markings.
- Staff 20: Musical notation with 'P', '3', and 'P' markings.
- Staff 21: Musical notation with 'S', '223', '3', and '31' markings.
- Staff 22: Musical notation with '31', '3', and '31' markings.
- Staff 23: Musical notation with '31', '3', and '3' markings.

Musical notation for General Physical Education (continued), consisting of multiple staves of music. The notation includes various rhythmic patterns, rests, and dynamic markings. Key elements include:

- Staff 1: Musical notation with 'P 3', '3', and 'P 4 4' markings.
- Staff 2: Musical notation with 'P', '3', and 'S' markings.
- Staff 3: Musical notation with 'P 2 2', '2', and 'P 2 3' markings.
- Staff 4: Musical notation with 'P 2', 'S', and 'P 2' markings.
- Staff 5: Musical notation with 'P 301', 'S', and 'P 2' markings.
- Staff 6: Musical notation with 'S', 'P', '1', '3 2', and 'S' markings.
- Staff 7: Musical notation with 'P 3', 'P 3', and 'P 3' markings.
- Staff 8: Musical notation with 'P 3', 'P 3', and 'P 3' markings.

Teacher Certification (Physical Education)

Musical notation for Teacher Certification (Physical Education), consisting of multiple staves of music. The notation includes various rhythmic patterns, rests, and dynamic markings. Key elements include:

- Staff 1: Musical notation with '(12)' and '()' markings.
- Staff 2: Musical notation with '12', '2', and 'P' markings.
- Staff 3: Musical notation with 'P 1', 'P 1', and 'P 1' markings.
- Staff 4: Musical notation with 'P 1 2', 'P', 'S', '3', and 'P 2 2' markings.
- Staff 5: Musical notation with '2 1', 'P', 'S', '3', and 'P 2 2' markings.
- Staff 6: Musical notation with '2 2', '2', and 'P 2 3' markings.
- Staff 7: Musical notation with 'P 2 4', 'S', '2', and 'P 2' markings.
- Staff 8: Musical notation with 'P 2', 'S', and 'P 2' markings.
- Staff 9: Musical notation with 'S', '2', and 'P 2' markings.
- Staff 10: Musical notation with 'S', '3', and 'P 2' markings.
- Staff 11: Musical notation with 'S', '3', and 'P 2' markings.
- Staff 12: Musical notation with 'P 1', 'P 301', and 'S' markings.
- Staff 13: Musical notation with 'P 3 3', '3', and 'P 3' markings.
- Staff 14: Musical notation with 'P 3', 'P 3', and 'P 3 2' markings.
- Staff 15: Musical notation with 'P 3 4', 'P', and 'P 3 4' markings.
- Staff 16: Musical notation with 'P 3', 'P 3', and 'P 3' markings.
- Staff 17: Musical notation with 'P 3', 'P 3', and 'P 3' markings.
- Staff 18: Musical notation with 'P 3', 'P 4 1', and 'P' markings.
- Staff 19: Musical notation with 'P 3', 'P 3', and 'P 3' markings.
- Staff 20: Musical notation with 'S', 'P', and 'S' markings.

(3) ... -P 141 ... S_w ... 1
-P 142 ... S_w ... -P 143 ...
... 1 ... -P 11 ... 1 ... -P 12
... 1 ... -P 13 ... 1
-P 1 ... S_w ... 1 ... -P 1
S_w ... 1 ...

Endorsement - Coaching

1 ...
... -P 3 1 ... -P ...
... 3 ... -P 3 ... 3 ...

281 Personal Health Science (3)

282 First Aid (2)

283 Field Experience in Exercise Science (1)

284 Stress Management (2)

285 Officiating of Track and Field (1)

286 Safety Education (2)

291 Motor Behavior (2)

292 Rhythms (2)

293 Teaching Developmental Activities (2)

294 Teaching Team Sports (2)

295 Physical Education for the Classroom Teacher (3)

296 Self-Testing and Movement Fundamentals (1)

297 Teaching Individual Dual Sports (2)

298 Foundations of Physical Education, Sport, and Exercise Science (3)

299 Field Experience in Elementary School Physical Education (1)

301 Field Experience in Middle/Secondary School Physical Education (1)

342 Water Safety Instructor (2)

381 Care and Prevention of Athletic Injuries (3)

382 Community Health (3)

383 Kinesiology (3)

394 Measurement and Evaluation in Physical Education (3)

Principles and Methods of Measurement and Evaluation in Physical Education, P. 200

395 Curriculum Construction in Physical Education (3)

Principles and Methods of Curriculum Construction in Physical Education, P. 200

396 Teaching Physical Education (3)

Principles and Methods of Teaching Physical Education, P. 3, P. 2, P. 3

402 Teaching Strategies for Socially Sensitive Health Issues (3)

Principles and Methods of Teaching Strategies for Socially Sensitive Health Issues, P. 3

431 Principles and Problems of Coaching (3)

Principles and Problems of Coaching, P. 432, P. 434, P. 43, P. 43, P. 43

Principles and Problems of Coaching, P. 432, P. 434, P. 43, P. 43, P. 43

Department of Social Work

Social Work (S) is a profession that helps people in need. Social workers work in a variety of settings, including hospitals, schools, and community organizations. They help people with mental health issues, substance abuse, and other problems. Social workers also help people find housing, food, and other basic needs.

Bachelor of Social Work

The Bachelor of Social Work (BSW) is a four-year undergraduate degree program. It provides students with the knowledge and skills needed to work as social workers. The program includes coursework in social work theory, research, and practice. Students also complete a supervised field placement. The BSW is a required degree for students who want to become social workers. It is also a good preparation for students who want to go on to graduate school in social work or a related field.

Admission

Students interested in applying to the Bachelor of Social Work program should contact the Department of Social Work. The department website provides information about the admission process, including the application deadline and the requirements for admission. Students should also contact the department to learn more about the field placement process.

1. Social workers help people in need. Social workers work in a variety of settings, including hospitals, schools, and community organizations. They help people with mental health issues, substance abuse, and other problems. Social workers also help people find housing, food, and other basic needs.

2. The Bachelor of Social Work (BSW) is a four-year undergraduate degree program. It provides students with the knowledge and skills needed to work as social workers. The program includes coursework in social work theory, research, and practice. Students also complete a supervised field placement. The BSW is a required degree for students who want to become social workers. It is also a good preparation for students who want to go on to graduate school in social work or a related field.

3. Social workers help people in need. Social workers work in a variety of settings, including hospitals, schools, and community organizations. They help people with mental health issues, substance abuse, and other problems. Social workers also help people find housing, food, and other basic needs.

4. The Bachelor of Social Work (BSW) is a four-year undergraduate degree program. It provides students with the knowledge and skills needed to work as social workers. The program includes coursework in social work theory, research, and practice. Students also complete a supervised field placement. The BSW is a required degree for students who want to become social workers. It is also a good preparation for students who want to go on to graduate school in social work or a related field.

Handwritten musical notation on three staves. The notation includes various notes, rests, and symbols such as 'S', 'W', and 'L'. The first staff begins with a treble clef and a key signature of one flat. The second staff contains a large, dark, irregular mark. The third staff continues the notation with similar note values and rests.

... S r S

222 Social Welfare: Emergence of the Social Services (3)

... 221... S r

223 Introduction to Gerontology (3)

... S r

225 Child Welfare Services (3)

... S r

238 Disabilities in Contemporary Society (3)

... S r

239 Human Behavior and the Social Environment (3)

... 221, S, 121, 201, 21, 10 S r, S

241 Social Work Intervention (3)

... 221, S, 222, 201, 21, S, 121, 10 S r

323 Social Work Practice with the Aged (3)

... S r

... 223, 32 / 3, 14, 3, 2, 1, 0, 4-1.2 (2, 3

400 Special Topics in Human Service Practice (3)

SSSS

401 Social Work Practicum I (3)

SSSS 10, 12, S

4.

Handwritten musical score for a four-part setting of "Gloria in excelsis Deo". The score is written on ten staves. The first staff is the soprano part, the second is the alto part, the third is the tenor part, and the fourth is the bass part. The music is in a common time signature (C) and features a variety of note values including minims, crotchets, and quavers. There are several dynamic markings such as "p" (piano) and "f" (forte). A fermata is present over a note in the first staff. The score is densely written with many notes and rests.

Student Teaching and Laboratory Experiences

S. ()

S. ()

S. ()

1. ()

2. ()

2. ()

3. S. ()

4. ()

Elementary Student Teaching

()

()

()

()

Secondary Student Teaching

S. ()

()

()

44 S. S.

S. ()

()

University Core Curriculum Requirements

()

()

Early Childhood Education (Preschool/Primary)

2. 10. 202.

2. 302 433

Elementary Education (Primary/Intermediate)

2. 10. 20. 22.

3. P 2 1. P 2.

2. 302 4

Basic Courses for Education Programs (Exploration Phase)

()

1. 201, 202, 242, 304

()

214 or

S. 2 1 ()

()

302 30

2 1 S. ()

()

C. The World: Enhancement of Cultural and
Natural Awareness 26-27 hours

1. ... 3 ..

Musical notation for the first section of the page.

Middle/Secondary School Emphasis: 304
& 30
411
412
413
41
41
421
422
423
4 3

Student Teaching: 43
42
42
42

Teaching Minors and Licensure Additions
Elementary Education

Musical notation for the Elementary Education section.

Musical notation for the bottom section of the page.

Computer Education

13... 214
3 4/
3 4/
4/
4/
S 2
4. S 443 P
3

Special Education Minor

24...
Musical notation for the Special Education Minor section.

Exploration Phase:

304 &
411
41
423

Analysis Block-Evaluation and Learning Strategies:

412
413
421

Synthesis Phase (Select one of the following):

424S
42 S
42 S
42
S
S
30
3

Reading Minor – Teaching

23...
Musical notation for the Reading Minor – Teaching section.

Musical notation for Language Arts Minor - Teaching. The score consists of two systems. The first system includes a treble clef, a key signature of one flat, and a 4/4 time signature. It features a melody with various note values and rests, with some notes marked with a '3' indicating a triplet. The second system continues the melody with similar notation.

Language Arts Minor – Teaching

Musical notation for Language Arts Minor - Teaching. This system continues the melody from the previous system, featuring a treble clef, a key signature of one flat, and a 4/4 time signature. It includes various note values and rests, with some notes marked with a '3' indicating a triplet.

Musical notation for Language Arts Minor - Teaching. This system continues the melody, featuring a treble clef, a key signature of one flat, and a 4/4 time signature. It includes various note values and rests, with some notes marked with a '3' indicating a triplet.

Musical notation for Language Arts Minor - Teaching. This system continues the melody, featuring a treble clef, a key signature of one flat, and a 4/4 time signature. It includes various note values and rests, with some notes marked with a '3' indicating a triplet.

Junior High/Middle School Licensure

Musical notation for Junior High/Middle School Licensure. The score consists of two systems. The first system includes a treble clef, a key signature of one flat, and a 4/4 time signature. It features a melody with various note values and rests, with some notes marked with a '3' indicating a triplet. The second system continues the melody with similar notation.

Musical notation for Professional Preparation Program for Secondary Education. The score consists of four systems. The first system includes a treble clef, a key signature of one flat, and a 4/4 time signature. It features a melody with various note values and rests, with some notes marked with a '3' indicating a triplet. The second system continues the melody with similar notation. The third system includes a treble clef, a key signature of one flat, and a 4/4 time signature. It features a melody with various note values and rests, with some notes marked with a '3' indicating a triplet. The fourth system continues the melody with similar notation.

Professional Preparation Program for Secondary Education

Musical notation for Professional Preparation Program for Secondary Education. This system continues the melody from the previous system, featuring a treble clef, a key signature of one flat, and a 4/4 time signature. It includes various note values and rests, with some notes marked with a '3' indicating a triplet.

Core Curriculum Requirements for Secondary Education

Musical notation for Core Curriculum Requirements for Secondary Education. This system continues the melody from the previous system, featuring a treble clef, a key signature of one flat, and a 4/4 time signature. It includes various note values and rests, with some notes marked with a '3' indicating a triplet.

Professional Education Requirements for Secondary Education*

Musical notation for Professional Education Requirements for Secondary Education*. The score consists of four systems. The first system includes a treble clef, a key signature of one flat, and a 4/4 time signature. It features a melody with various note values and rests, with some notes marked with a '3' indicating a triplet. The second system continues the melody with similar notation. The third system includes a treble clef, a key signature of one flat, and a 4/4 time signature. It features a melody with various note values and rests, with some notes marked with a '3' indicating a triplet. The fourth system continues the melody with similar notation.

30.
4 3

Professional Education Requirements for Physical Education All-Grade Education

1
214
302
304 &
4 3
3
3
3
3
3
3

Professional semester (All-Grade Education Majors):

44 S- S-
S- 3 S- 4 S-
S- 3
(12)
S- P- Note: S-

Transition to Teaching Program

12
24
1
S-
S-
4 024.

Course Descriptions

EDUC 196 is a prerequisite for all subsequent courses with the exception of EDUC 201 or EDUC 202 which may be taken concurrently.

196 Foundations of Reflective Teaching (3)

201

201 Growth and Development: Middle Childhood (3)

12

202 Growth and Development: Adolescence and Young Adult (3)

S-

214 Instructional Technology in Education (3)

S-
S-
P- S- S-

241 Early Childhood Education (3)

P-

242 Growth and Development: Early Childhood (3)

S-
S-
S-

243 Observation, Assessment, and Documentation (3)

242.

246 Language and Literacy in the Early Years (3)

242.

255 Growth and Development: Infants and Toddlers (3)

242

256 Guidance of Young Children (3) S

242

257 Programs for Infants and Toddlers (3)

242

261 Special Needs: Early Childhood Education (3) S

242

272 Health, Safety, Nutrition for the Young Child (3) S

242

285 Early Childhood: Program Administration (3)

242

294 Foundations of Education (3)

242

302 Multicultural Education (3)

201 202 242 S S

304 Growth & Development: Early Adolescence (3)

10 14 201 202 242 S

305 Teaching and Learning in the Senior High, Junior High, and Middle School (3)

202 S

306 Educating Exceptional Children (3)

201 202 242 S S

340 Special Topics in Early Childhood Education (1-3)

S

343 Children's Literature (3)

201 202 242 S S

344 Family, School, Community Partnerships (3)

201 202 242 S

346 Early Childhood Curriculum I (3)

242 S

347 Early Childhood Curriculum II (3)

242 S

348 School-Age Child Care (3)

12 242 34 34

NOTE: Enrollment in Teacher Education programs requires program admission status for most courses at 350 level and above. Check program requirements.

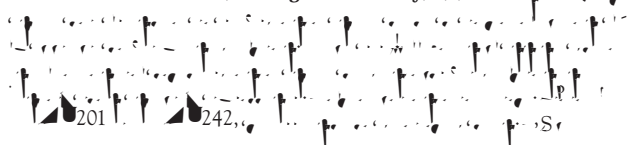
351 Music and Movement for Young Children (3)

201 242 S

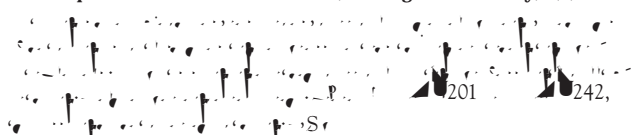
355 Practicum in Early Childhood Education (3)

S S

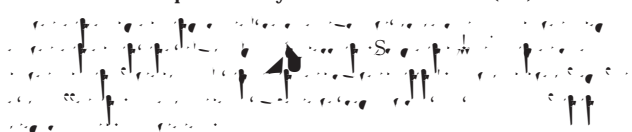
356 Science and Math (Kindergarten/Primary) (3)



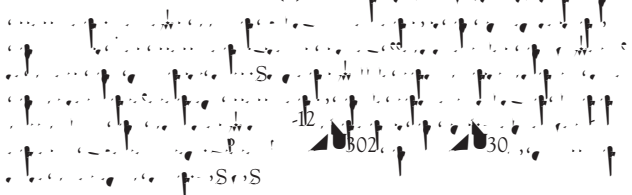
357 Expressive Arts/Social Studies (Kindergarten/Primary) (3)



359 Practicum Topics in Early Childhood Education (1-3)



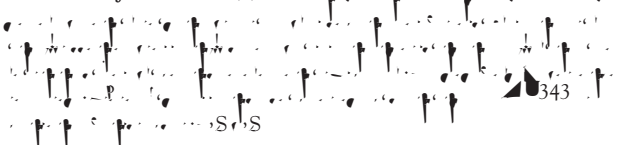
366 Educational Assessment (3)



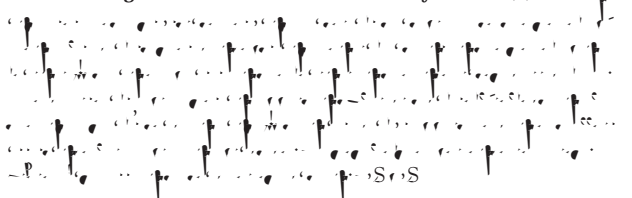
373 Teaching Science in the Elementary School (3)



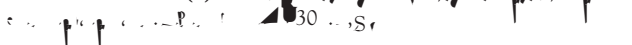
378 Literacy Methods I (3)



388 Teaching Social Studies in the Elementary School (3)



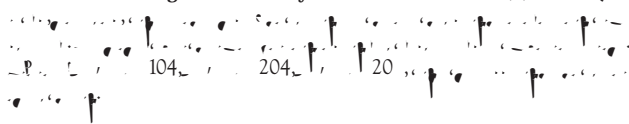
390 Teaching Foreign Languages in the Senior High, Junior High, and Middle School (2)



391 The Teaching of High School Mathematics (3)



392 The Teaching of Elementary School Mathematics (3)



394 Teaching Social Studies in the Senior High, Junior High, and Middle School (2)



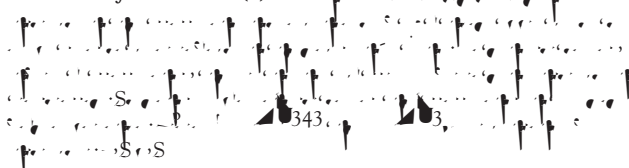
395 Teaching English in the Senior High, Junior High, and Middle School (2)



396 Teaching Science in the Senior High, Junior High, and Middle School (2)



398 Literacy Methods II (3)



401 Teaching Communications in the Senior High, Junior High, and Middle School (2)



11/11/11 . . . / / . . .

David M. Glassman, Ph.D.,
Michael K. Aakhus, M.F.A.,
Kathryn Waters, M.F.A.,
J. Wayne Rinks, Ph.D.,

Michael Kearns, Ph.D.,
Susan S. Wolfe, Ph.D.,

Tamara Hunt, Ph.D.,
Elliot Wasserman, M.F.A.,

Richard Mussard, Ph.D.,
S. . . P. . .





Musical notation for Major - Art, Graphic Design Emphasis. The score includes various rhythmic patterns and articulations such as accents, slurs, and dynamic markings. Specific notes are marked with '3' and '4', and there are some 'S' markings. The notation is spread across several staves.

Major – Art, Graphic Design Emphasis

Musical notation for Major - Art, Graphic Design Emphasis. This section continues with complex rhythmic patterns, including triplets and sixteenth notes. It features several slurs and accents, and some notes are marked with '3' and '4'. There are also some 'S' markings. The notation is spread across several staves.

Major – Art, Illustration Emphasis

Musical notation for Major - Art, Illustration Emphasis. The score includes various rhythmic patterns and articulations such as accents, slurs, and dynamic markings. Specific notes are marked with '3' and '4', and there are some 'S' markings. The notation is spread across several staves.

Musical notation for Major - Art, Interactive Media Design Emphasis. The score includes various rhythmic patterns and articulations such as accents, slurs, and dynamic markings. Specific notes are marked with '3' and '4', and there are some 'S' markings. The notation is spread across several staves.

Major – Art, Interactive Media Design Emphasis

Musical notation for Major - Art, Interactive Media Design Emphasis. This section continues with complex rhythmic patterns, including triplets and sixteenth notes. It features several slurs and accents, and some notes are marked with '3' and '4'. There are also some 'S' markings. The notation is spread across several staves.

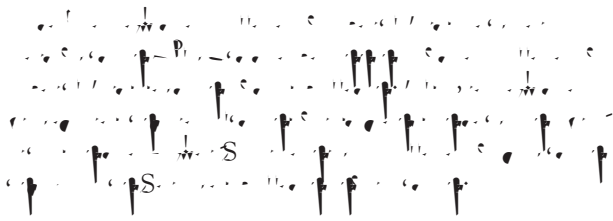
Minor – Art

Musical notation for Minor - Art. The score includes various rhythmic patterns and articulations such as accents, slurs, and dynamic markings. Specific notes are marked with '3' and '4', and there are some 'S' markings. The notation is spread across several staves.

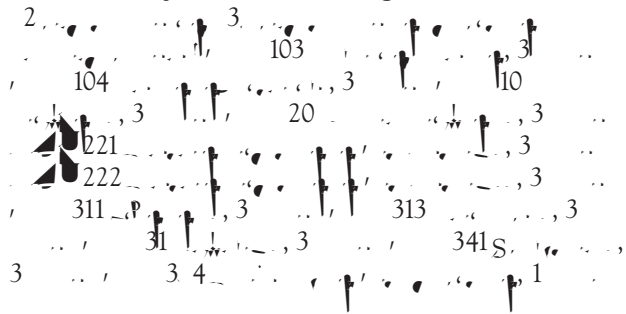
Minor – Art History

Musical notation for Minor - Art History. The score includes various rhythmic patterns and articulations such as accents, slurs, and dynamic markings. Specific notes are marked with '3' and '4', and there are some 'S' markings. The notation is spread across several staves.

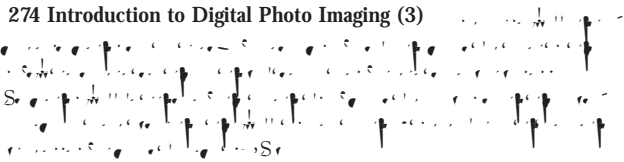
Teacher Certification (Art)



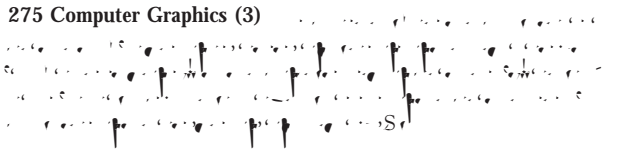
All Grade Major - K-12 Teaching (Art)



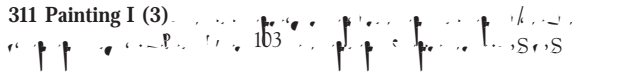
274 Introduction to Digital Photo Imaging (3)



275 Computer Graphics (3)



311 Painting I (3)




312 Painting II (3)



313 Ceramics I (3)



314 Ceramics II (3)



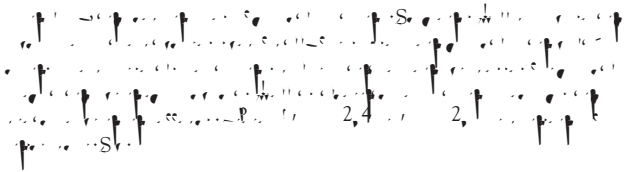
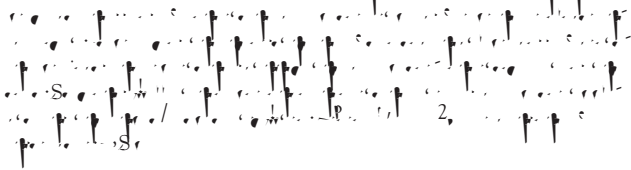
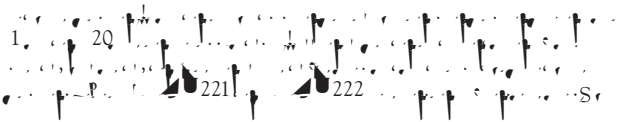
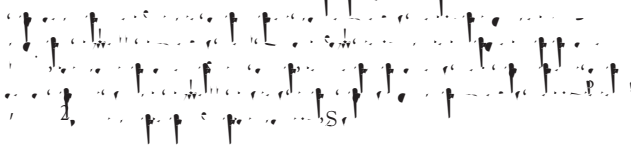
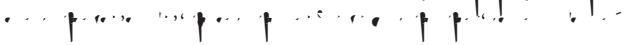
315 Jewelry I (3)



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332 Digior dIlluste fabraaphics (3)

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375 Digital Photo Imaging (3)**376 Graphic Design II (3)****378 History of Graphic Design (3)****381 Interactive Web Design (3)****382 Interactive Graphics (3)**

442 Sculpture IV (3)

441...S_r

451 Woodworking III (3)

3 2...S_r

452 Woodworking IV (3)

4 1...S_r

461 Printmaking III (3)

3 2...S_r

462 Printmaking IV (3)

4 1...S_r

473 Photography III (3)

3 4...S_r

474 Photography IV (3)

4 3...S_r+S

475 Graphic Design III (3)

3...S_r

476 Graphic Design IV (3)

4...S_r

481 Advanced Web Design (3)

3 1...S_r

482 Motion Graphics (3)

S_r

S 0

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101 201

Communications majors (B.A. or B.S.)

3 - 1

Major in Communication Studies

3

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S 101

Pf S 3 S 10

S 204

S 214

S 303

Pf S 3 S

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3 1, 3, 3, 4 1-P.

4 4

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4 S. 3 3

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-P. 3 4 4 3, 3

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Major in Public Relations and Advertising

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Public Relations Emphasis

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3 4 3-P.

3 3

-P. 3 S. 3 2 1

3 3 3 4 3 4

Handwritten musical notation on a staff, including a treble clef and various notes.

Handwritten musical notation on a staff, starting with a measure number '24'. It includes various notes, rests, and fingerings such as '3', '2 1', and '3 4'.

Handwritten musical notation on a staff, starting with a measure number '24'. It includes notes, rests, and fingerings such as '3', '4 4', and '3'.

Handwritten musical notation on a staff, starting with a measure number '343'. It includes notes, rests, and fingerings such as '3' and 'P'.

Handwritten musical notation at the bottom of the page, including notes, rests, and fingerings such as '12', '22', '11.2', 'P', 'Q', and '3. 1'.

214 Group and Team Communication (3)
S

301 Communication Criticism and Analysis (3)
S 101

303 Introduction to Persuasion (3)
S 101, S 301

307 Nonverbal Communication (3)

308 Public Speaking in a Diverse Society (3)
S 101

312 Interviewing: Principles & Practices (3)
S 101

313 Advanced Performance Studies (3)
S 203

314 Organizational Communication (3)
S 101, S 204

315 Readers Theatre (3)
S 203

317 Intercultural Communication (3)
S 10

400 Independent Study in Communication Studies (1-3)
S 21, S 400, S 401, S 402, S 403

402 Gender, Communication and Culture (3)

410 Seminar in Interpersonal Communication (3)
S 10

414 Oral Traditions (3)

420 Seminar in Organizational Communication (3)
S 204, S 214, S 314

427 Family Communication (3)
S 10, S 214

430 Seminar in Persuasion (3)

301, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

498 Internship in Communication Studies (3)

499 Special Topics in Communication Studies (3)

Journalism (JRN prefix)

180 Journalism Workshop (3)

273 Digital Photography (3)

281 Basic Reporting (3)

371 Advanced Photography (3)

374 Internet Communications (3)

381 Advanced Reporting (3)

383 Editorial Writing (3)

384 Feature Writing (3)

385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

385 Supervision of Student Publication (3)

386 Editing and Layout (3)

388 Online Journalism (3)

400 Independent Study in Journalism (1-3)

473 Photojournalism (3)

481 Reporting Public Affairs (3)

498 Internship in Journalism (3) *Journalism* 10
W P S S

499 Special Topics (3)
S S P S S

581 Reporting Public Affairs (3)
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Public Relations (PRL prefix)

261 Introduction to Public Relations (3)
S S S S S

362 Writing for Public Relations (3)
S S S S



255 Media Production (3)

256 Broadcast Journalism (3)

350 Radio-Television Workshop (1-3)

351 Radio-Television Performance (3)

352 Advanced Television Production and Directing (3)

353 Techniques of Video Field Production (3)

354 Writing for Electronic Media (3)

356 Sportscasting (3)

357 Advanced Broadcast Journalism (3)

400 Independent Study in Radio-Television (1-3)

451 Radio-Television Programming (3)

452 Broadcast & Cable Sales (3)

453 Broadcast & Cable Management (3)

457 Key Issues in Telecommunications (3)

498 Internship in Radio-Television (3)

499 Special Topics (3)

English in the University Core Curriculum

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Major – Bachelor of Arts or Bachelor of Science
42 credit hours

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- 425 Milton: Prose and Poetry (3) 201
- 426 The Literature of the Renaissance (3) 2 301
- 427 Neo-Classical and Eighteenth-Century Literature (3) 201
- 431 Nineteenth-Century Literature (3) 201
- 432 Twentieth-Century Poetry (3) 201
- 433 History of Western Drama I (3) S 433 201
- 434 History of Western Drama II (3) S 434 201
- 435 Fiction to 1875 (3) 201
- 436 Fiction from 1875 To 1930 (3) 201
- 437 Contemporary Fiction (3) 1 30 201
- 438 Twentieth-Century Southern Literature (3) 1 20

S. 3, S. 4, S. 4, S. 4

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S. 100, S. 101
 S. 1, 3, S. 102
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 S. 111, S. 3, S. 140
 S. 112, S. 3, S. 140
 S. 2, S. 3
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 S. 3, S. 4, S. 4
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S. 12

**Social Science
 Secondary Education**

Social Studies Teaching

S. 12

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Program Admission Requirements



330 U.S.-Latin American Relations (3)
 S 111, S 112, P 101, S 101, S 10, S

420 Topics in European History (3)
 S 111, S 112, P 101, S 101, S 10, S

451 French Revolution and Napoleon (3)
 S 111, S 112, P 101, S 101, S 10, S

452 European Revolutions (3)
 S 111, S 112, P 101, S 101, S 10, S

490 Internship/Special Studies in History (1-3)
 S 111, S 112, P 101, S 101, S 10, S

Elective Area III: African, Asian, Latin American, Middle Eastern, and Russian/Soviet History

271 History of the Middle East (3)
 S 111, S 112, P 101, S 101, S 10, S

285 History of Africa (3)
 S 111, S 112, P 101, S 101, S 10, S

331 Colonial Latin American History (3)
 S 111, S 112, P 101, S 101, S 10, S

332 Modern Latin American History (3)
 S 111, S 112, P 101, S 101, S 10, S

333 Gender in Latin American History (3)
 S 111, S 112, P 101, S 101, S 10, S

334 U.S.-Latin American Relations (3)
 S 111, S 112, P 101, S 101, S 10, S

371 Tsarist Russia (3)
 S 111, S 112, P 101, S 101, S 10, S

372 The Soviet Union (3)
 S 111, S 112, P 101, S 101, S 10, S

391 History of China (3)
 S 111, S 112, P 101, S 101, S 10, S

392 History of Japan (3)
 S 111, S 112, P 101, S 101, S 10, S

410: Topics in World History (3)
 S 111, S 112, P 101, S 101, S 10, S

490 Internship/Special Studies in History (1-3)
 S 111, S 112, P 101, S 101, S 10, S

490 Internship/Special Studies in History (1-3)
 S 111, S 112, P 101, S 101, S 10, S

HUMANITIES

211 The Western Tradition in the Humanities I (3)
 S 101, S 101, S 10, S

Course Descriptions

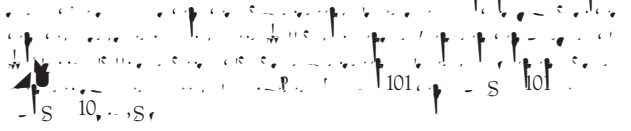
211 The Western Tradition in the Humanities I (3)
 S 101, S 101, S 10, S

212 The Western Tradition in the Humanities II (3)
 S 101, S 101, S 10, S

212 The Western Tradition in the Humanities II (3)
 S 101, S 101, S 10, S



221 The Western Tradition in Art History I (3)



222 The Western Tradition in Art History II (3)





P 203
 P 204
 P 301
 P 302

S-AP 301
 S-AP 302
 S-AP 331
 S-AP 40
 S-AP 40
 S-AP 4

301
 30
 30
 333

303
 30
 420 S 20

313
 3
 3

S 213
 S 302
 S 3
 S 4.0
 S 4.0
 S 4.0
 S 4.0
 S 4

(12)

Latin American Track

(1)

341
 34

S-AP 3.1
 S-AP 3.3
 S-AP 433 1.00
 S-AP 434 1.00

2 1

S-AP 3

2 1

2 3

S 111 1.00
 S 140
 S 331
 S 332
 S 333
 S 334
 S 410
 S 433 1.00
 S 434 1.00

(12)

S-AP 301
 S-AP 302
 S-AP 331
 S-AP 40
 S-AP 40
 S-AP 40
 S-AP 40
 S-AP 41
 S-AP 41
 S-AP 4

S 213
 S 302
 S 3
 S 4.0
 S 4.0
 S 4.0
 S 4

(12)

International Studies Minor Curriculum Summary

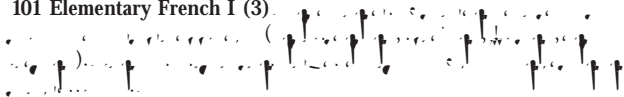
241
 20
 S 112 1.00
 S 2.1

300
 400

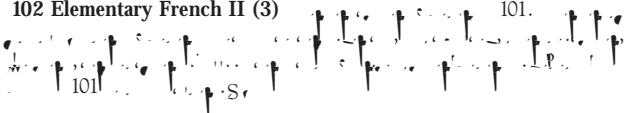
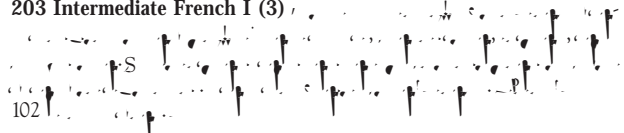
(12)

Course Description

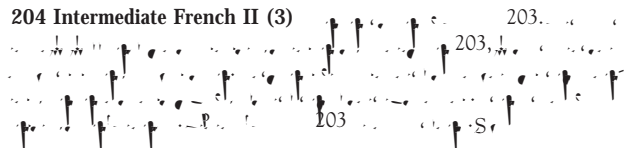
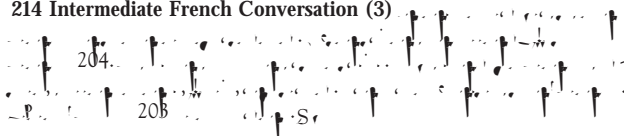
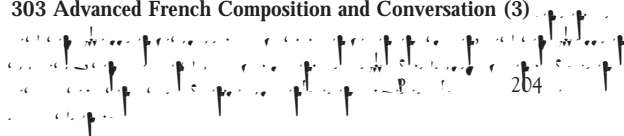
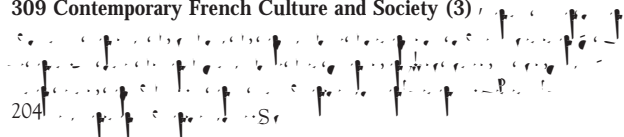
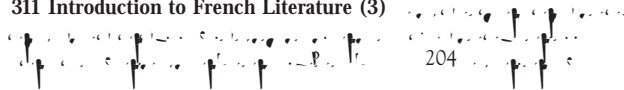
S
 S
 S

French
101 Elementary French I (3)**102 Elementary French II (3)**

101.

**203 Intermediate French I (3)****204 Intermediate French II (3)**

203.

**214 Intermediate French Conversation (3)****303 Advanced French Composition and Conversation (3)****309 Contemporary French Culture and Society (3)****311 Introduction to French Literature (3)**

Spanish

101 Elementary Spanish I (3) S-P 102

Spanish I (3) S-P 102

102 Elementary Spanish II (3) S-P 101

Spanish II (3) S-P 101

203 Spanish Review (3) S-P 102

Spanish Review (3) S-P 102

204 Readings and Discussion of Contemporary Problems of the Spanish World (3) S-P 203

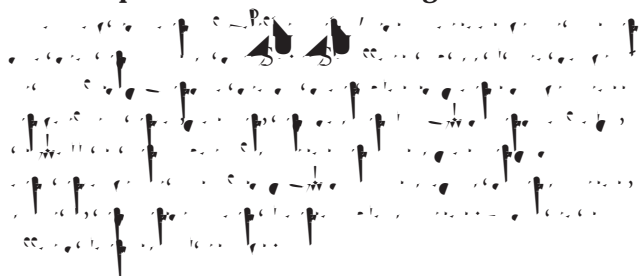
Readings and Discussion of Contemporary Problems of the Spanish World (3) S-P 203

241 Spanish Developmental Readings (3) S-P 203

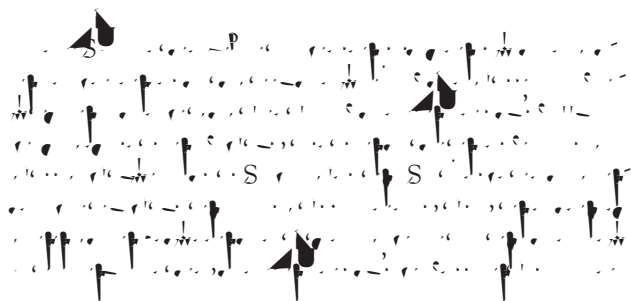
Spanish Developmental Readings (3) S-P 203



The Department of Performing Arts



The Theatre Program



Course Descriptions

101 Introduction to Theatre (3)
This course provides an overview of the theatre as an art form, including the history, theory, and practice of drama, film, and television. Students will explore the roles of the playwright, director, actor, and audience, and will engage in practical exercises in script analysis and stage production.

102 Intro to Theatrical Production (3)
This course introduces students to the various aspects of theatrical production, including set design, costume design, lighting design, and sound design. Students will learn the technical skills and safety protocols required for each discipline, and will participate in hands-on projects that simulate a professional production environment.

150 Practicum in Dance (3)
This course provides students with practical experience in dance performance and choreography. Students will learn the fundamentals of dance technique, including posture, alignment, and movement quality, and will create and perform original dance pieces.

224 Production Technology (3)
This course focuses on the technical aspects of theatrical production, including the use of lighting, sound, and video equipment. Students will learn the operation and maintenance of these technologies, and will apply their skills in the design and execution of production elements for a stage performance.

234 Costume Crafts (3)
This course teaches students the skills and techniques of costume construction and repair. Students will learn how to create costumes from various materials, including fabric, leather, and fur, and will learn how to alter and mend existing costumes to fit a performer's needs.

235 Stage Make-up (3)
This course introduces students to the art of stage make-up, including the application of cosmetics, prosthetics, and special effects. Students will learn how to create looks that enhance a performer's appearance and support the character and story of a production.

243 Lighting Technology (3)
This course provides students with a comprehensive understanding of lighting design and technology. Students will learn the principles of lighting, including color, intensity, and focus, and will learn how to use lighting equipment to create mood and atmosphere on stage.

251 Acting I (3)
This course introduces students to the fundamentals of acting, including character analysis, scene work, and stage performance. Students will learn the techniques of Stanislavski and other acting methods, and will apply these techniques in practical exercises and stage productions.

252 Acting II (3)
This course builds on the skills and techniques learned in Acting I, focusing on more advanced acting methods and stage performance. Students will explore the use of voice and movement in acting, and will participate in more complex scene work and stage productions.

253 Voice and Diction (3)
This course focuses on the development of a strong and clear voice, and on the techniques of diction and speech. Students will learn how to project their voice, enunciate their words, and use their voice to convey emotion and meaning on stage.

327 Scene Design (3)
This course teaches students the skills and techniques of scene design, including the use of architectural models, set drawings, and stage construction. Students will learn how to create a visual environment that supports the story and characters of a production.

337 Costume Design (3)
This course focuses on the design and creation of costumes for stage production. Students will learn how to research and create costumes that are historically accurate and visually appealing, and will apply their skills in the construction and fitting of costumes.

347 Lighting Design (3)
This course teaches students the skills and techniques of lighting design, including the use of lighting equipment, lighting plots, and lighting cues. Students will learn how to create a lighting design that enhances the mood and atmosphere of a production.

351 Acting III (3)
This course provides students with advanced acting techniques and stage performance experience. Students will explore the use of improvisation and physical theatre, and will participate in more complex scene work and stage productions.

352 Acting IV (3)
This course is the final course in the acting program, focusing on the integration of all acting skills and techniques. Students will participate in a final stage production, where they will apply everything they have learned in the previous courses.

353 Musical Theatre Performance I (3)
This course introduces students to the world of musical theatre, including the history, theory, and practice of musical theatre performance. Students will learn the skills and techniques of singing, dancing, and acting, and will participate in practical exercises and stage productions.

354 Musical Theatre Performance II (3)
This course builds on the skills and techniques learned in Musical Theatre Performance I, focusing on more advanced performance techniques and stage production. Students will participate in a final musical theatre production, where they will apply everything they have learned in the previous courses.

361 Playwriting (3)
This course teaches students the skills and techniques of playwriting, including the development of characters, plot, and dialogue. Students will learn how to write a script for the stage, and will participate in practical exercises and stage productions.

371 History of Theatre I (3)
This course provides students with a comprehensive overview of the history of theatre, from ancient Greek drama to modern theatre. Students will explore the evolution of theatrical forms and styles, and will learn how to analyze and interpret theatrical texts and performances.

372 History of Theatre II (3)
This course continues the study of the history of theatre, focusing on the 19th and 20th centuries. Students will explore the development of new theatrical forms and styles, and will learn how to analyze and interpret theatrical texts and performances.

(P. 100)

200 Introduction to Philosophy (3)

Prerequisites: S, S

201 Introduction to Ethics (3)

Prerequisites: S, S

205 Introduction to Logic (3)

211 Introduction to the Study of World Religions (3)

301 Theoretical Ethics (3)

304 Philosophy of Art (3)

305 Introduction to Symbolic Logic (3)

312 Ethics in the Professions (3)

344 Contemporary Philosophy (3)

Prerequisites: 200

350 History of Philosophy I (3)

351 History of Philosophy II (3)

Prerequisites: 350

361 Special Problems in Philosophy (3)

362 Interdisciplinary Problems (3)

363 Bioethics (3)

Prerequisites: S

364 Gender and Philosophy (3)

365 Sexual Ethics (3)

413 Philosophy of Religion (3)

415 History of Rhetoric (3)

201

418 Metaphysics (3)

420 Epistemology (3)

425 Philosophy of Mind (3)

435 Philosophy of Science (3)

441 Political and Legal Philosophy (3)

445 Philosophy of History (3)

499 Independent Study in Philosophy (1-3)

Prerequisites: 200, 201

Political Science courses that may be counted as philosophy electives.

445 Political Theory I (3)

446 Political Theory II (3)

POLITICAL SCIENCE

Political Science courses that may be counted as philosophy electives.

Major – Political Science

3
24
P S 101
S 3 P S 102
P S 202
P S 203
P S 2 1
P S 331
P S 332
P S 30
P S 34
P S 44

1
(6)

Minor – Political Science

24
1
P S 101

S 3 P S 102
P S 3 P S 202
P S 3 P S 203
2, 1 P S 2 1
P S 3 P S 331
P S 3 P S 332
P S 3 P S 30
P S 34
P S 44
P S 44

Course Descriptions

S S

(POLS Prefix)

101 Introduction to Political Science (3)

102 Introduction to American Politics (3)

202 Introduction to Public Administration (3)

203 Introduction to the Policy Process in the United States (3)

208 Law, Courts, and Justice (3)

271 International Politics (3)

281 Comparative Politics (3)

299 Special Topics in Political Science (3) *Prerequisite: PSY 101 or PSY 102*

305 State and Local Government (3) *Prerequisite: PSY 101 or PSY 102*

306 Political Parties (3) *Prerequisite: PSY 101 or PSY 102*

307 Urban Government and Politics (3) *Prerequisite: PSY 101 or PSY 102*

309 American Political Theory (3) *Prerequisite: PSY 101 or PSY 102*



407 The Legislative Process (3)

Musical notation for 407 The Legislative Process (3). The notation is on a single staff with a treble clef and a key signature of one flat. It consists of several measures of music, including a whole note chord and a half note chord.

410 Interest Groups and Public Policy (3)

Musical notation for 410 Interest Groups and Public Policy (3). The notation is on a single staff with a treble clef and a key signature of one flat. It consists of several measures of music, including a whole note chord and a half note chord.

412 The Politics of Education (3)

Musical notation for 412 The Politics of Education (3). The notation is on a single staff with a treble clef and a key signature of one flat. It consists of several measures of music, including a whole note chord and a half note chord.

427 State and Urban Administration (3)

Musical notation for 427 State and Urban Administration (3). The notation is on a single staff with a treble clef and a key signature of one flat. It consists of several measures of music, including a whole note chord and a half note chord.

433 American Diplomacy to 1900 (3)

Musical notation for 433 American Diplomacy to 1900 (3). The notation is on a single staff with a treble clef and a key signature of one flat. It consists of several measures of music, including a whole note chord and a half note chord.

434 American Diplomacy Since 1900 (3)

Musical notation for 434 American Diplomacy Since 1900 (3). The notation is on a single staff with a treble clef and a key signature of one flat. It consists of several measures of music, including a whole note chord and a half note chord.

... 12 ...

...

Major - Psychology

41 ...
... 201 ... 3
... 202 ... 1
... 303 ... 3
... 3 3 ... 4
... 4 ...
S ... 3

... 312 ... 3
... 3 ... 3 ... 3
... 42 ...
... 3

... 2 1 ...
... 3 ... 2, 3
... 322 ... 3
... 4 2 ... 3

... 1 ...
... 4 ... 4

Minor - Psychology

1 ...
... 201 ... 3

... 1 ...
... 300 ... 400

Course Descriptions

...

3 .. S, 424-P, 3 .. S, 42.
 S, 3 .. S, 431
 S, 3 .. S, 441S
 S, 4.1S
 S, 4.3
 333

Minor

1 .. S, 121-P, S, 3

372 Contemporary Sociological Theory (3) / 2Q

S, P, S, 3, 1, S

375 Social Change (3)

S, 121

391 Introduction to Sociological Research (3)

S, P, S, 121

392 Statistics for Social Research (3)

S, S, S, P, S, 3, 1, 10, 11, S

415 Sociology of the Environment (3)

S, P, S

421 Race and Ethnicity (3)

S, P, S

424 Population (3)

S, P, S

426 Sociology of Deviant Behavior (3)

S, P, S

431 Gender and Society (3)

S, P, S

441 Social Movements (3)

S, P, S

461 Sociological Issues in Education (3)

S, P, S

S, P, S

463 Wealth and Poverty (3)

S, P, S

489 Independent Study (1-3)

S, P, S

499 Internship in Sociology (3)

S, P, S

ANTHROPOLOGY

S, P, S

300, 400, S

1, S

101, 2, 1, 3, S, 3, S, 333

3, S

S, P, S

Course Descriptions

S, P, S

(ANTH prefix)

101 Introduction to Anthropology (3)

S, P, S

200 Special Topics in Anthropology (3)

S, P, S

251 Peoples of Latin America (3)
S
101

255 The Cultures of Asia (3)
S

261 Introduction to Archaeology (3)

262 Archaeology of North America (3)
101 2.1

305 Indians of North America (3)
101 2.2

333 Cultural Anthropology (3)
101, S, 121

353 Human Origins (3)
101, Homo sapiens, P

370 Seminar in Anthropology (3)
S, P

397 Archaeological Field School (6)
S, P, 101

407 Psychological Anthropology (3)
101, S, 121, S, 201

489 Independent Study in Anthropology (3)

499 Internship in Anthropology (3)

CRIMINAL JUSTICE

Minor

24 12 300/400

S, 121, P, S, 3
141, 3
S, 22, 3

S, 22
3, S, 42, S
3, 200, S

3, 244, P, & S
301, 3
302, 3, 3, 0

S, 3, S, 3, 0, S
& P, 3, 4, 3, 401, P, 3

3, & 4, 3, P, S, 20
3, P, S, 40, 3

S, 421
S, 3, S, 4, 3, & P, 3

Course Descriptions

(CRIM prefix)

141 Introduction to Criminal Justice (3)
S

200 Special Topics in Criminal Justice (3)
141

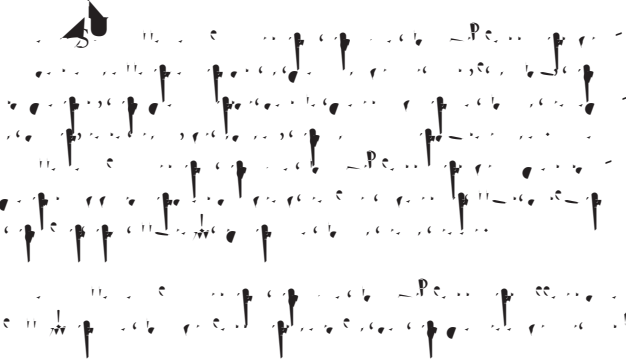
244 Police & Society (3)

141.S

301 Criminal Justice Administration (3)

health.usi.edu

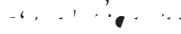
- Nadine A. Coudret, M.S.N., Ed.D., *Dean*
- Susan G. Ahmad, M.S., O.T.R./L., *Program Director Occupational Therapy Assistant*
- Deborah L. Carl, R.D.H., M.Ed., *Program Director Dental Hygiene*
- Kimberly Hite, C.D.A., R.D.H., B.S., *Program Director Dental Assisting*
- Robert Hooper, R.R.T., M.A., *Program Director Respiratory Therapy*
- Julie McCullough, Ph.D., R.D., *Program Director Food and Nutrition*
- Martin Reed, R.T., Ph.D., *Program Director Radiologic and Imaging Sciences*
- Kevin Valadares, Ph.D., *Program Director Health Services and Health Administration*
- Ann White, M.S.N., M.B.A., Ph.D., *Assistant Dean for Nursing*
- Barbara Williams, O.T.D., O.T.R., *Program Director Occupational Therapy*



Dental Assisting



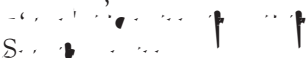
Dental Hygiene



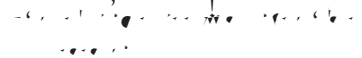
Health Services and Health Administration



Nursing



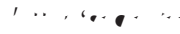
Food and Nutrition



Occupational Therapy



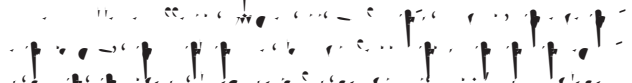
Occupational Therapy Assistant

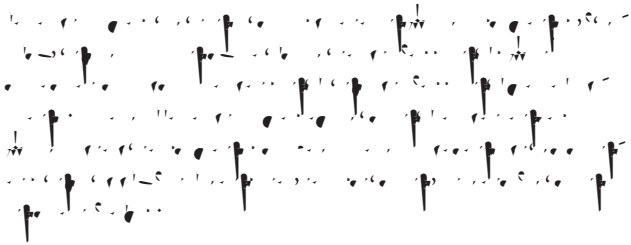


Radiologic and Imaging Sciences

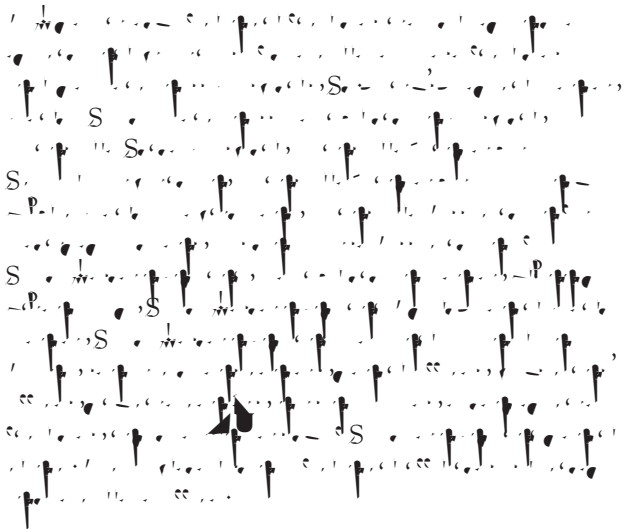


Respiratory Therapy





Clinical Laboratory and Affiliates



Admission and Progression Requirements



USI Baccalaureate Nursing Program Curriculum

Year One (33 credit hours)

... 01 (13) ...

RN-BSN Curriculum

... 4 ... (3) ... 2 ... 31 ... 33 ...

Required Nursing Courses (33 credit hours)

- 3 1 () 3
- 24 () 3 ()
- 3 3 () 3
- 4 () 4 ()
- 4 () ()
- 4 () 3
- 4 2 () 4 ()

RN-MSN Program

... S ...

... 4 1 ... 12 ... S ... S ... S ...

... S ... 3.0 4.0 ...

... S ... \$2 ... S ... S ...

RN-MSN Curriculum

... 4 ... (3) ... 2 ... 31 ... 33 ...

- 4 1 () (23) 3
- 24 () 3 ()
- 4 () 4 ()
- 4 () ()

COURSE DESCRIPTIONS

246 Introduction to Professional Nursing (5)

This course is designed to provide the student with a comprehensive understanding of the nursing profession. The student will explore the history, scope of practice, and ethical standards of nursing. The course will also cover the role of the nurse in the healthcare system and the importance of patient-centered care. The student will gain a solid foundation in the basic concepts of nursing and be prepared for the next level of study.

247 Health Assessment (3)

This course focuses on the skills and techniques used in health assessment. The student will learn how to perform a thorough physical assessment, including history taking, inspection, palpation, percussion, and auscultation. The course will also cover the use of diagnostic tests and the interpretation of results. The student will be able to identify normal and abnormal findings and understand their clinical significance.

351 Transition to Professional Nursing (3)

This course is designed to help the student transition from a student to a professional nurse. The student will learn about the nursing profession, the role of the nurse, and the importance of patient-centered care. The course will also cover the legal and ethical aspects of nursing. The student will gain a solid foundation in the basic concepts of nursing and be prepared for the next level of study.

353 Nursing Research (3)

This course introduces the student to the field of nursing research. The student will learn about the scientific process, the importance of research in nursing, and the role of the nurse in research. The course will cover the design and implementation of research studies, data collection, and analysis. The student will be able to identify research problems and evaluate research findings.

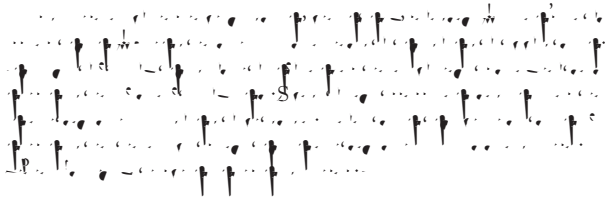
356 Pharmacology for Nurses (2)

This course provides the student with a comprehensive understanding of pharmacology. The student will learn about the properties of drugs, the mechanisms of action, and the clinical uses of various medications. The course will also cover the importance of patient education and the role of the nurse in medication management. The student will be able to identify drug classes and understand their clinical significance.

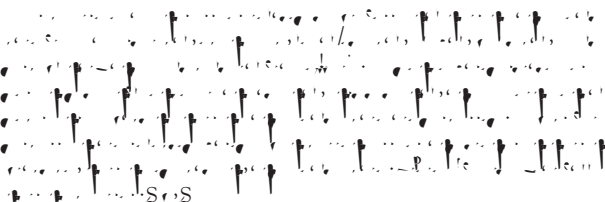
357 Introduction to Patient Care (3)

This course focuses on the skills and techniques used in patient care. The student will learn how to provide safe and effective care to patients. The course will cover the assessment of patient needs, the development of a care plan, and the implementation of interventions. The student will be able to identify patient needs and understand their clinical significance.

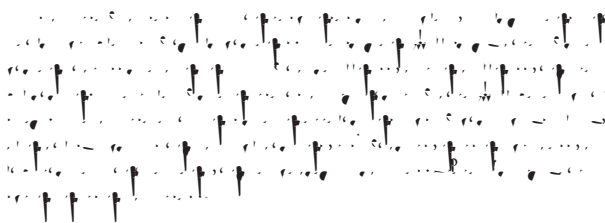
456 Nursing of Women and Families (4)



467 Professional Nursing and Health Care Issues (3)



478 Nursing Care of Adults III (8)



Musical score for Soprano (S) and Piano (P). The score consists of four staves. The Soprano part is on the second staff, and the Piano accompaniment is on the first, third, and fourth staves. The music is written in a standard notation style with notes, rests, and dynamic markings. A measure number '211' is visible on the fourth staff.



**Second Year
Fall Semester**


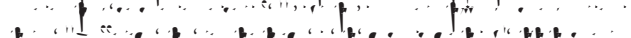


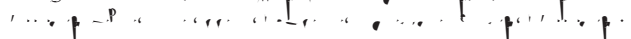
	3
S. 	3
	3
	1
	10

Spring Semester

	3
S. 	3
	3
	1
	10

* *USI Bulletin* 

Course Descriptions

	S
	S
	S
	S
	S

Handwritten musical notation on a staff with a treble clef and a key signature of one flat. The notation includes a series of notes and rests, with some notes beamed together. A large 'S' is written at the beginning of the staff.

Handwritten musical notation on a staff with a treble clef and a key signature of one flat. The notation includes a series of notes and rests, with some notes beamed together. A large 'P' is written at the beginning of the staff.

Admission Requirements

Handwritten musical notation on a staff with a treble clef and a key signature of one flat. The notation includes a series of notes and rests, with some notes beamed together.



Required Core Curriculum Courses for dietetics specialty

2.1 ... 4
2.2 ... 4 - S 10, ... 111
S 121
S 201
P 3.3 ... 14

S...	4	3
4 1		3
4		4
(...B2...)		3
		<u>3</u>
		1

**Sample Food and Nutrition Curriculum
Food Service Management Specialty
First Year**

S...	101	3
S	10	3
S	11	3
III		4
		<u>3</u>
		1

S...	201	3
20		3
141		4
		3
		<u>3</u>
		1

Second Year

S...	201	3-4
20		3
3		3
203		3
		1
		1-1

S...	201	3
202		3
		3
2		3
		3
		<u>1</u>
		1

Third Year

S...	PH21/	
201		3
PH11/		
201/		
30		3
3		3
3 1		4
		<u>3</u>
		1

S...	332	3
3 4		3
3		3
4 2		3
		<u>3</u>
		1

Fourth Year

S...	41	3
4		3
		3
		<u>3</u>
		14

S...	4	3
42		3
		3
		<u>2</u>
		1

**Sample Food and Nutrition Curriculum
Nutrition and Wellness Specialty
First Year**

S...	101	3
S	10	3
141		4
10 /		3
III		<u>3-4</u>
		1-1

S...	201	3
S	2 1	3
PH1		3
		2
		3
		<u>1</u>
		1

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Core 3

NUTR 42759(1)30.4(Foo)-9.9(d Service Operations M

Third Year

S: 3 1
 P: 4 1
 B0: 3 1
 3
 4
 3
 3
 3
 1

S: 3
 P: 3 4
 B0: 3
 3
 3
 3
 1

Fourth Year

S: 4
 P: 4 4
 B0: 4 1
 3
 3
 3
 3
 4
 1

S: 4
 P: 4 1
 B0: 4
 3
 3
 3
 3
 1

Minor – Nutrition

1-1

Courses for the minor include:

S: 3
 P: 3
 B0: 4 1
 3
 3
 3
 3
 4

Course Descriptions

S: S
 P: ()

203 Introduction to Food, Nutrition, and Dietetics (1)

S: S
 P: P

205 The Profession of Dietetics (1)

S: S
 P: P

285 Management Fundamentals in Food and Nutrition (3)

S: S
 P: P

376 Principles and Applications in Nutrition (3)

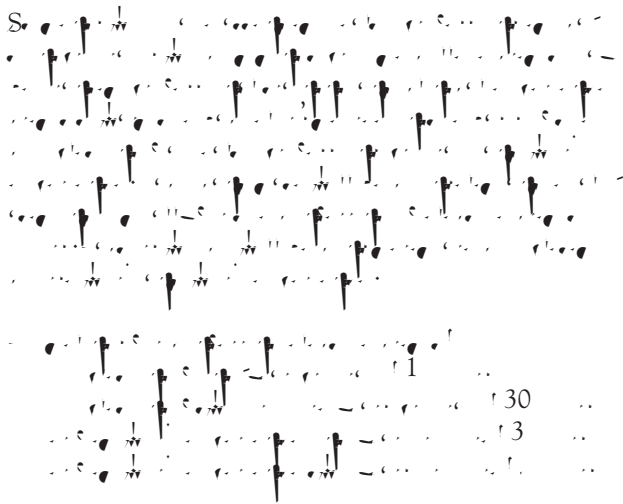
S: S
 P: P
 10 10

397 Nutrition in Health Promotion and Disease Prevention (3)

... the ...
... the ...
... the ...
... the ...

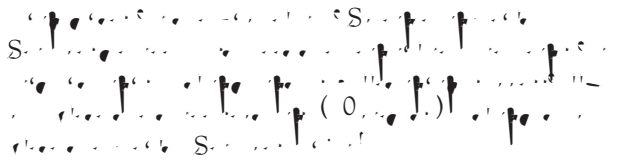


S...

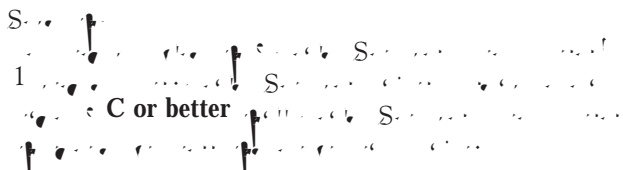


Health Services Major Requirements

S... (0...)



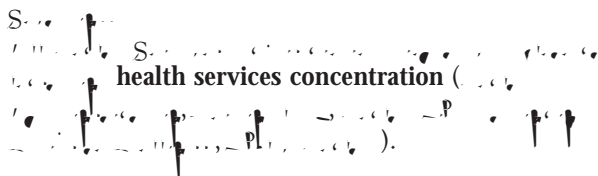
S... C or better



Health Services Core (15 hours) (Must be completed with a "C" grade or better.)

- ...211... (3)
- ...31... (3)
- ...P 3 4... (3)
- ...B02... (3)
- ...#... (3)

S... health services concentration (



Health Administration Concentration (18 hours)

- ...3...



... .. S.

S

484 Environmental Health (3)

480 Internship in Health Services (1, 2, or 3)

S

490 Special Topics In Health Professions (1, 2 or 3)

S

492 Transcultural Health Care in the Global Community (3)

S

497 Ethical and Legal Issues in the Management of Health Services (3)

S

498 Current Concepts In The Health Professions (3)

S

Public Health (PH)

384 Public Health (3)

S

385 Disease Control (3)

S

40-

24

120-

4, 20

31220, 20 24-

1220.

2-2, 2.

301-

Admission Requirements

12/4 -11,

**Five-Year Combined BS/MS in Occupational Therapy
Course Schedule Example
First Year**

S. 101	&	(.1)	3
S. 101/10		(.1)	3
S. 121	-P	(.2)	3
S. 111	(.1)		4
S. 121	&-P	(.3)	3
S. 111			1
S. 201	&	(.1)	3
S. 201		(.4)	3
S. 201	-P	(.2)	3
S. 122	&-P	(.3)	3
S. 122		(.2)	3
S. 122		(.3)	1
			1

Second Year

S. 211		(.4)	2
S. 211			3
S. 141		(.3)	3
S. 101	-P		4
S. 101			3
			1
S. 323		(.1)	3
S. 322		(.1)	3
S. 322		(.1)	3
S. B2			3
			1

Third Year

S. 310		(.3)	3
S. 320	-P		3
S. 330	&		3
S. 31			4
S. 33			3
			1
S. 312			3
S. 331	&		3
S. 340	-L &S		4
S. 342	&		3
S. 30	-P		3
			1

Fourth Year

S. B02			3
S. 440	&-P		4
S. 443	S		4
S. 43	S		4
S. 4	-P		2
			1

... ..)

440 Activities of Daily Living and Play/Leisure (4)

... ..

Musical notation for Professional Fieldwork II (6), consisting of five staves with various notes, rests, and dynamic markings.

697 Professional Fieldwork II (6)

Musical notation for Professional Fieldwork II (6), consisting of five staves with various notes, rests, and dynamic markings.

698 Specialized Role Internship (2)

Musical notation for Specialized Role Internship (2), consisting of five staves with various notes, rests, and dynamic markings.

699 Occupational Therapy Synthesis (5)

Musical notation for Occupational Therapy Synthesis (5), consisting of five staves with various notes, rests, and dynamic markings.

344 Occupational Performance Areas II (4) ... 343.S

350 Independent Study (1-12) ... S

362 Occupational Therapy Assistant Issues (3) ... S

372 Management for Occupational Therapy Assistants (3) ... S

397 Technical Fieldwork A (3) ...

30 S 3



422		3
42	(24 ..)	3
421		2
432		3
43	&	3
43	(32 ..)	4
43	(40 ..)**	—
		43 . 44

Associate of Science in Radiologic Technology

Musical notation for the title 'Associate of Science in Radiologic Technology'. The title is written across several staves of music. The notes are primarily quarter and eighth notes, with some rests. The title is repeated across the staves.

313 Radiographic Procedures I (3)

30 S

This block contains musical notation for item 313. It features a treble clef, a key signature of one flat (B-flat), and a 3/4 time signature. The notation consists of a single melodic line with various note values and rests. The number '30' and the letter 'S' are printed below the staff.

316 Radiographic Procedures II (3)

313

This block contains musical notation for item 316. It features a treble clef, a key signature of one flat (B-flat), and a 3/4 time signature. The notation consists of a single melodic line with various note values and rests. The number '313' is printed below the staff.

318 Radiographic Procedures III (3)

31 S

This block contains musical notation for item 318. It features a treble clef, a key signature of one flat (B-flat), and a 3/4 time signature. The notation consists of a single melodic line with various note values and rests. The number '31' and the letter 'S' are printed below the staff.

333 Clinical Application of Radiology (2)

30 S

This block contains musical notation for item 333. It features a treble clef, a key signature of one flat (B-flat), and a 3/4 time signature. The notation consists of a single melodic line with various note values and rests. The number '30' and the letter 'S' are printed below the staff.

334 Radiologic Physics (2)

312

This block contains musical notation for item 334. It features a treble clef, a key signature of one flat (B-flat), and a 3/4 time signature. The notation consists of a single melodic line with various note values and rests. The number '312' is printed below the staff.

335 Radiation Biology (2)

This block contains musical notation for item 335. It features a treble clef, a key signature of one flat (B-flat), and a 3/4 time signature. The notation consists of a single melodic line with various note values and rests.

2)

323 Obstetric Procedures (2)

S 31

324 Gynecology Procedures (2)

S 31

326 Sonographic Lab Practice II (2)

S 31, S 323, P S 324, S 31

327 Clinical Practice I-General (3)

S 31, S 31, S 31

331 Sonographic Physics and Instrumentation II (3)

S 32

332 Small Parts, Neurosonography, and Specialty Exams (3)

S 32

333 Critique, Clinical Correlation, & Case Analysis (2)

S 32

337 Clinical Practice II-General (4)

S 323, P S 324, S 32, S 32, P S 32, S 31, S

347 Advanced Clinical Practice (4)

S 33, S

351 Clinical Practice III-General (5)

S 32, S 33, S 33, S

398 Introduction to Sonographic Vascular Lab (2)

S 33, S

401 Introduction to Noninvasive Vascular Testing (2)

3

402 Vascular Anatomy, Physiology, and Pathophysiology (3)

3, S

421 Noninvasive Diagnosis of Vascular Disease (2)

402

422 Introduction to Echocardiography (3)

402

423 Sonographic Vascular Lab Practice I (2)

S



122 Respiratory Physiology II (1) _{-P}

126 Respiratory Care II (1) _S

205 Respiratory Therapy Procedures V (1)

206 Respiratory Therapy Procedures VI (3) _S

214 Pulmonary Diseases I (3)

222 Respiratory Pathophysiology II (1)

224 Pulmonary Diseases II (1)

230 Ethics And Administration (1) _{-P}

261 Clinical Applications Of Respiratory Therapy I (3)

262 Clinical Applications Of Respiratory Therapy II (2)

263 Clinical Applications Of Respiratory Therapy III (2)

291 Clinical Practice Of Respiratory Therapy Procedures I And III (2) _{-P}

292 Clinical Practice Of Respiratory Therapy Procedures II And IV (1)

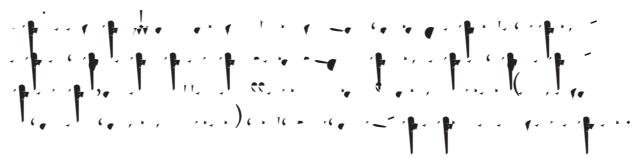
293 Clinical Practice Of Respiratory Therapy Procedures V And VI (1)

294 Clinical Practice Of Respiratory Therapy I (3) _{-P}

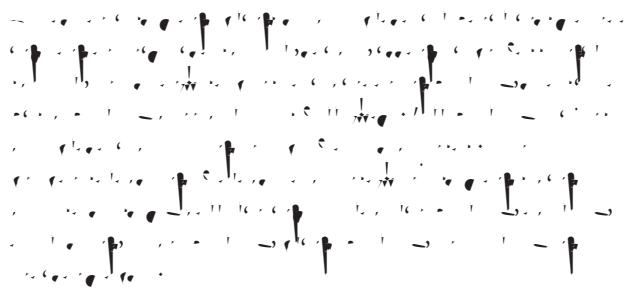
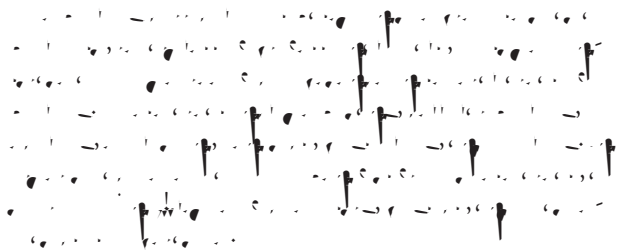
295 Clinical Practice Of Respiratory Therapy II (1)

391 Clinical Practice Of Respiratory Therapy III (3) _{-P}

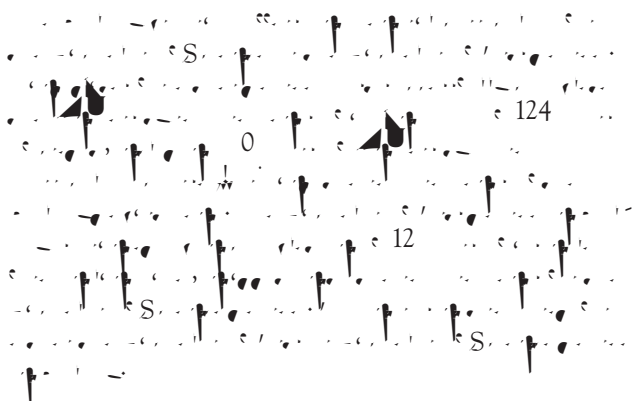
Scott A. Gordon, Ph.D., *Dean*
Shelly Blunt, Ph.D., *Associate Dean*
Sangwoo Heo, Ph.D., *Assistant Dean*
Henri Maurice, Ph.D., *Chair, Department of Biology*
Kathy Rodgers, Ph.D., *Chair, Department of Mathematics*
Jeff Seyler, Ph.D., *Chair, Department of Chemistry*
Norman King, Ph.D., *Chair, Department of Geology and Physics*
Eric P. Sprouls, M.S., P.E., *Chair, Department of Engineering*



Biology



Curricula



Major-Biology, Bachelor of Science or Bachelor of Arts
45 credit hours

141	3	4
11	3	12
		3

21 3 333
 P 4 33 P 4
 334 3 3 2
 4 4 1 3
 1
 4 1 4 2
 11, 3
 11, 241, 3
 230, 4 P S 1, /20, 4/ P S
 1, /20, 4/ 2, 1, 4 2, 2, 4
 3 3/3 4, 241/321,

Minor-Biology

25 credit hours

141 P 4
 1 1 3 1 2 3
 21 3
 12
 200

Minor-Environmental Biology

25 credit hours

141 P 4
 1 1 3 1 2 3
 21 3
 12
 30 4
 2 1 3
 341 4 30 4
 4 321 4 214 3
 4 1 233 3 341
 4 3 421
 3 3

Science Teaching

S
 S (S) /2

465 Plant Growth and Development (4)
 (S) 334
 S

481 Organic Evolution (3)
 (S) 21
 S

482 Molecular Biology (3)
 (S) 334, 3 2, 241 3 4,
 S

490 Undergraduate Teaching (1)
 (S) S S

491 Special Topics in Biology (1-4)
 (S) S S

492 Special Problems in Biology (1-3)
 (S) S S

493 Biology Colloquium (2)
 (S) 4

495 Senior Seminar in Biology (1)
 (S)

Pre-Professional Areas

(S) S

(P) (P) (P) (P) (P) (P)

Medical Technology Curriculum

(100) (12)
 (S) S
 S S

141 P 1 2
 4 1 1 3 333
 3 21 3
 (P) (P) (P) (P) (P) (P)
 3 3 3 3
 4 422 3 3 4 1
 4 3 2 1
 4 4 2 2
 3 3 4
 241 3 321
 130 241, B 4
 (P) S 1, (P) S 1,
 (P) S 1, 4 (S) 201
 (P) 3 32
 S
 33
 3 431
 3 434
 4 S 1 1
 3
 S



4 2.2 4
 31 S. 0.
 31 S. 0.
 321 B 3 3
 4 3 4
 41 S.
 S. 0. 41 S.
 S. 0. 421
 3 422 3
 431 4 432
 4 4.1 P
 4 2
 230 4
 330 4 P S 20
 P S 20
 141 P 4 334
 3 3 2 4

**Major - Environmental Concentration
 Non ACS Approved Degree
 41-42 credit hours**

11
 S. 0. 11
 S. 0. 21 S
 S. 0. 21 S
 S. 0. 2.1
 4 2.2 4
 31 S. 0.
 31 S. 0.
 321 B 341
 3 3 3
 4 3 4
 41 S. 0.
 41 S. 0.
 421 3
 422 4
 3 4.1 P 4
 4 2

Course Descriptions

103 Molecules, Matter, and Me (3) S, S, S
 This course is designed to provide students with a solid foundation in chemistry. It covers the basic principles of matter, molecules, and chemical reactions. The course is suitable for students who are interested in pursuing a career in chemistry or related fields.

107 Elements in Everyday Chemistry (4) S, S, S, S
 This course explores the role of various elements in everyday life. It covers the properties, uses, and applications of different elements, providing students with a practical understanding of chemistry.

NOTE: See 103 and 107 for details.

103 Molecules, Matter, and Me (3) S, S, S
 This course is designed to provide students with a solid foundation in chemistry. It covers the basic principles of matter, molecules, and chemical reactions. The course is suitable for students who are interested in pursuing a career in chemistry or related fields.

107 Elements in Everyday Chemistry (4) S, S, S, S
 This course explores the role of various elements in everyday life. It covers the properties, uses, and applications of different elements, providing students with a practical understanding of chemistry.

118/119 Freshman Chemistry Seminar I and II (1) S, S
 This seminar series provides students with an opportunity to explore current topics in chemistry and engage in discussions with faculty members. It is designed to enhance students' understanding of the field and develop their critical thinking skills.

141 Principles of Chemistry (4) S, S, S, S
 This course covers the fundamental principles of chemistry, including atomic structure, chemical bonding, and stoichiometry. It is designed to provide students with a comprehensive understanding of the subject.

175 Survey of Chemical Concepts (4) S, S, S, S
 This course provides a broad overview of various chemical concepts and their applications. It is suitable for students who are interested in a general understanding of chemistry.

218/219 Sophomore Chemistry Seminar I and II (1) S, S
 This seminar series provides students with an opportunity to explore current topics in chemistry and engage in discussions with faculty members. It is designed to enhance students' understanding of the field and develop their critical thinking skills.

241 Organic/Biochemistry Principles (4) S, S, S, S
 This course covers the principles of organic and biochemistry, including the structure and function of biomolecules. It is designed to provide students with a solid foundation in these areas.

261 General Chemistry I (4) S, S, S, S
 This course covers the first semester of general chemistry, including topics such as atomic structure, chemical bonding, and stoichiometry. It is designed to provide students with a comprehensive understanding of the subject.

262 General Chemistry II (4) S, S, S, S
 This course covers the second semester of general chemistry, including topics such as equilibrium, electrochemistry, and kinetics. It is designed to provide students with a comprehensive understanding of the subject.

244 Principles of Chemistry Seminar I and II (1) S, S
 This seminar series provides students with an opportunity to explore current topics in chemistry and engage in discussions with faculty members. It is designed to enhance students' understanding of the field and develop their critical thinking skills.

244)



330 World Geography (3) / (3-0)

Geology

101 Prehistoric Life (3) S / (3-0)

115 Landscapes and Geology of North America (3) / (3-0)

131 Geology, the Environment, and Society (3) / (3-0) S r

132 Volcanoes and Eruptions (3) / (3-0)

151 Geology of America's National Parks (4) / (3-1)

161 Physical Geology (4) / (3-1) S r

162 Historical Geology (4) / (3-1)

234 The Oceans: Past, Present, and Future (3) / (3-0)

261 Advanced Physical Geology (3) / (3-0)

301 Mineralogy (4) S / (2-1)

302 Igneous and Metamorphic Petrology (4) / (3-1)

315 Paleontology (4) S / (2-2)

316 Sedimentology and Stratigraphy (4) / (2-1) S r

341 Hydrology (3) S / (2-1)

345 Structural Geology (4) / (3-1) S r

351 Field Geology (4) / (2-1)

390 Geological Field Excursion (1-3) / (3-0) S r

402 Volcanology (4) / (3-0)

407 Geomorphology (4) / (3-0)



Musical score for the first section of 'The Engineering Curriculum', featuring a piano (p) dynamic marking.

Musical score for the second section of 'The Engineering Curriculum', featuring a piano (p) dynamic marking.

Musical score for the third section of 'The Engineering Curriculum', featuring a piano (p) dynamic marking.

The Engineering Curriculum

Musical score for the fourth section of 'The Engineering Curriculum', featuring a piano (p) dynamic marking.

Musical score for the 'Depth' section, featuring a piano (p) dynamic marking and numerical annotations: 23, 30, (300-400), 10, and 2.0.

Depth

Musical score for the 'Depth' section, featuring a piano (p) dynamic marking and numerical annotations: 400, (4, 1), and (4, 1).

Breadth

Musical score for the 'Breadth' section, featuring a piano (p) dynamic marking and numerical annotations: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 400, 410, 420, 430, 440, 450, 460, 470, 480, 490, 500, 510, 520, 530, 540, 550, 560, 570, 580, 590, 600, 610, 620, 630, 640, 650, 660, 670, 680, 690, 700, 710, 720, 730, 740, 750, 760, 770, 780, 790, 800, 810, 820, 830, 840, 850, 860, 870, 880, 890, 900, 910, 920, 930, 940, 950, 960, 970, 980, 990, 1000.

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

First Year

Fall Semester



Spring Semester



 2 or	3
 2	4
 2	3
 433	<u>3</u>
	13

Fourth Year

Fall Semester



 3	4
 1	<u>3</u>
	1

Spring Semester



 3	3
 33	3
	<u>3</u>
	1

Fifth Year

Fall Semester

 43	3
 4	3
	<u>3</u>
	12-1

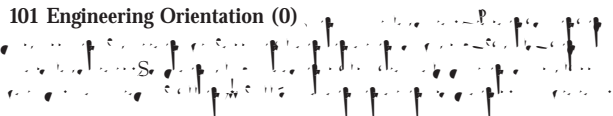
Spring Semester

 4 1	3
 or	.
 1	<u>3</u>
	12

Course Descriptions

Engineering Core

101 Engineering Orientation (0)



107 Introduction to Engineering (3)



447 Embedded Systems Design (3)

448 Software Engineering (3)

449 Electrical Power (3)

362 Manufacturing Systems (3)

363 Vibrations (3)

364 Engineering Materials (3)

365 Modeling Dynamic Systems (3)

463 Heat Transfer (3)

464 Dynamics of Machinery (3)

465 Fluid/Thermal Design (3)

(3) 4. 3.

466 Machine Design (3)

103 Principles of Problem Solving (3)

104 Applied Problem Solving (3)

299 Co-op Experience (1)

373 Optics (3)

382 SCADA Systems Design (3)

390 Special Design Projects (3)

471 Engineering Design and Analysis (3)

473 Introduction to Control Systems (3)

212 Strength of Materials (3) 211.

261 Fundamentals of Instrumentation (2)
 - P S I - S r

272 Robotics (3)

275 Safety in Manufacturing (3)



Minor (Mathematics)**21 credit hours**

- MATH 230	4
- MATH 330	4
- MATH 33	4

Teacher Certification**Major (Mathematics with Teacher Certification)****39 credit hours**

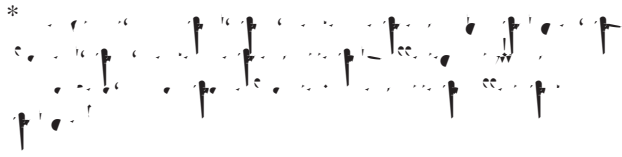
- MATH 230	4
- MATH 23	3
- MATH 323	3
- MATH 330	4
- MATH 33	4
- MATH 412	3
- MATH 413	3



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...
... II ... S

215 Survey of Calculus (3)

...
...



++ S 2. & 3.
 S 2. & 3.
 S 201 & 301



202 Leadership, Tactics and Officership (2)

202 Leadership, Tactics and Officership (2)





12/4 4-1

12.

Tutoring

Supplemental Instruction (SI)

General Studies (GENS) Classes

Course Descriptions

095 ESL Writing (3)

096 ESL Reading (3)

097 Algebra Review (3)

098 Strategies for Writers (3)

099 Strategies for College Reading (3)

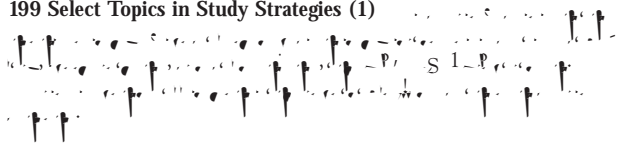
101 Freshman Seminar (1)

105 College Study Strategies (1)

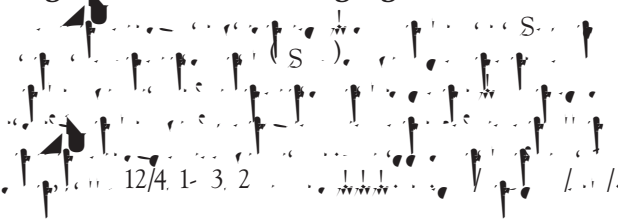
111 Career Planning (1)

151 Applied Content Reading (3)

199 Select Topics in Study Strategies (1)



English as a Second Language International



812/465-7015

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Accreditation and Affiliation

...

Graduate Degree Programs

...

Graduate Academic Fields

College of Business

...

Bower-Suhrheinrich College of Education and Human Services

...

Pott College of Science and Engineering

...

College of Liberal Arts

...

College of Nursing and Health Professions

...

Admission

Admission to Graduate Studies

...

...

Initial Steps by Applicants

...

Handwritten musical notation on a page with a horizontal line at the top. The notation includes a treble clef, a key signature of one sharp (F#), and a time signature of 4/4. The music consists of several staves of notes and rests. A large, bold letter 'S' is written in the middle of the page, overlapping the musical notation. A '\$2' is written at the top right of the page.

Regular Admission Requirements

Handwritten musical notation below the section header, consisting of a few staves of notes and rests.



(1-S1)

60

4, 12-3

12/4, 4-1

00/4, -1

Transfer Students

Enrollment Status/Credit Level

NOTE:

Financial Responsibility

S

Cumulative Grade Point Average

S

S

S

S





Child of Indiana Police Officer or Firefighter Killed in the Line of Duty.

Child of Indiana Police Officer or Firefighter Killed in the Line of Duty.

23. 124.

Graduate Assistantship.

Student Employment.

Student Employment.

Limitation on Participation.

Limitation on Participation.

Fees and Expenses

Fees and Expenses

Late Registration Fee / e.g. \$30
\$12



Enrollment Status for Financial Aid

S...

Course Numbering System

400- 00 00 00

Residence, Transfer, and Extension Credit

12 S...

S... S... S...

Progress toward the degree

(...P...)

e 30 (...)

Retention

(3.0) 3.0

Probation and Dismissal Policy

S...

Graduate program GPA (GPGPA)* below 3.0

P P 3.0

Interruption of Program

A student who has been admitted to a graduate program and has completed the required coursework but has not completed the thesis or dissertation may be granted a leave of absence for a period of up to two years. The student must re-enroll within the two-year period or be required to re-apply for admission to the program.

Time Limitation

Students are required to complete their graduate program within a specified time frame. The maximum time allowed for completion of a master's thesis or dissertation is five years from the date of admission. For a doctoral dissertation, the maximum time is seven years. Extensions may be granted under certain circumstances.

Validating Course Work

Students may petition to have previously completed coursework validated. This process involves a review of the student's transcripts and a determination by the graduate committee as to whether the coursework is equivalent to the required graduate-level work. Approval is granted on a case-by-case basis.

Class Attendance

Regular attendance is expected of all graduate students. Students who miss a significant number of classes may be considered for administrative withdrawal. The graduate committee will review the student's attendance record and determine if a withdrawal is warranted. Students who are withdrawn may be required to re-apply for admission to the program.

Administrative Withdrawal for Non-Attendance

Students who fail to attend a required number of classes may be administratively withdrawn. The specific number of classes required for attendance varies by program. Students who are administratively withdrawn may be required to re-apply for admission to the program and may be subject to a probationary period.

Students who are administratively withdrawn may be required to re-apply for admission to the program and may be subject to a probationary period.

General Student Policies

All graduate students are expected to adhere to the university's general student policies, including those regarding academic integrity, student conduct, and campus safety. Violations of these policies may result in disciplinary action.

Grading

Graduate courses are graded on a scale from A to F, with a plus (+) and minus (-) grade for each letter grade. The following table provides a key for the grading system.

Grade Type of Graduate Work

Grade	Type of Graduate Work
A	Excellent
A+	Outstanding
A	Very Good
A-	Good
B+	Very Good
B	Good
B-	Fair
C+	Fair
C	Marginal
C-	Marginal
D	Unsatisfactory
D+	Unsatisfactory
D-	Unsatisfactory
F	Unsatisfactory
F+	Unsatisfactory
F-	Unsatisfactory
W	Withdrawal
W+	Withdrawal
W-	Withdrawal
S	Satisfactory
S+	Satisfactory
S-	Satisfactory
U	Unsatisfactory
U+	Unsatisfactory
U-	Unsatisfactory

The following table provides a key for the grading system. The grade scale is as follows: A, A+, A, A-, B+, B, B-, C+, C, C-, D, D+, D-, F, F+, F-, W, W+, W-, S, S+, S-, U, U+, U-.

Students who are administratively withdrawn may be required to re-apply for admission to the program and may be subject to a probationary period.

Students who are administratively withdrawn may be required to re-apply for admission to the program and may be subject to a probationary period.

Schedule Changes-Academic Year

100

0 2

S

This system contains musical notation on a grand staff with treble and bass clefs. It includes a measure with the number '100' above it, and another measure with '0' and '2' below it. A section of the music is marked with an 'S'.

(100

*)

S

This system continues the musical notation. It features a measure with '(100' above it and a measure with an asterisk '*' above it. A section is marked with an 'S'.

*)

S

This system contains musical notation with an asterisk '*' above a measure and a section marked with an 'S'.

*)

10

*)

*)

This system contains musical notation with multiple asterisks '*' above measures and a measure with the number '10' below it.

*)

This system contains musical notation with an asterisk '*' above a measure.

The image shows a page of handwritten musical notation. At the top left, there is a treble clef and a key signature of one sharp (F#). The notation consists of several staves of music. The first staff begins with a treble clef and a key signature of one sharp. The second staff continues the melody. The third staff features a time signature change to 12/4 and includes the instruction "4-1 II.". The fourth staff begins with a bass clef and a key signature of one sharp. The fifth staff continues the bass line. The sixth staff is a continuation of the bass line. The seventh staff is a continuation of the bass line. The eighth staff is a continuation of the bass line. The ninth staff is a continuation of the bass line. The tenth staff is a continuation of the bass line. The eleventh staff is a continuation of the bass line. The twelfth staff is a continuation of the bass line. The thirteenth staff is a continuation of the bass line. The fourteenth staff is a continuation of the bass line. The fifteenth staff is a continuation of the bass line. The sixteenth staff is a continuation of the bass line. The seventeenth staff is a continuation of the bass line. The eighteenth staff is a continuation of the bass line. The nineteenth staff is a continuation of the bass line. The twentieth staff is a continuation of the bass line. The notation includes various rhythmic values such as eighth, sixteenth, and thirty-second notes, as well as rests and dynamic markings.



Curriculum

... 33

1. ... 3
S ... 3
S ... 3

2. ... 1

3. ... (1)
... (2)

... 33

(3.0) ... (2.0)
...





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

Program Objectives

Upon completion of the program, students will be able to:

- 1. Apply the concepts of health care delivery and management.
- 2. Apply the concepts of health care financing and reimbursement.
- 3. Apply the concepts of health care regulation and accreditation.
- 4. Apply the concepts of health care quality and patient safety.
- 5. Apply the concepts of health care information systems and data management.
- 6. Apply the concepts of health care leadership and organizational behavior.
- 7. Apply the concepts of health care ethics and legal issues.
- 8. Apply the concepts of health care research and evaluation.
- 9. Apply the concepts of health care communication and public relations.
- 10. Apply the concepts of health care policy and advocacy.

Program Flexibility

The program is designed to be flexible and can be completed in a variety of ways. Students may choose to complete the program in a traditional two-year format or in a accelerated format. The program is also available in a part-time format for students who are currently employed in the health care field. The program is designed to be flexible and can be completed in a variety of ways. Students may choose to complete the program in a traditional two-year format or in a accelerated format. The program is also available in a part-time format for students who are currently employed in the health care field.

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Accreditation

The program is accredited by the Commission on Accreditation of Health Management Education (CAHME). The program is accredited by the Commission on Accreditation of Health Management Education (CAHME). The program is accredited by the Commission on Accreditation of Health Management Education (CAHME). The program is accredited by the Commission on Accreditation of Health Management Education (CAHME). The program is accredited by the Commission on Accreditation of Health Management Education (CAHME).

Program Goals for Students

Students will be able to:

- 1. Analyze and synthesize information from various sources to identify and solve problems.
- 2. Apply knowledge and skills to new situations.
- 3. Communicate effectively in writing and speaking.
- 4. Demonstrate critical thinking skills.
- 5. Work effectively in teams.
- 6. Exhibit leadership skills.
- 7. Demonstrate a commitment to ethical and social responsibility.
- 8. Exhibit a commitment to lifelong learning.
- 9. Demonstrate a commitment to diversity and inclusion.
- 10. Demonstrate a commitment to environmental sustainability.

Admission Requirements

Students must meet the following requirements for admission:

- 1. Minimum GPA of 2.5 (C) for all courses.
- 2. Completion of prerequisite courses.
- 3. Submission of a letter of intent.
- 4. Submission of a resume.
- 5. Submission of a letter of recommendation.
- 6. Submission of a personal statement.
- 7. Submission of a transcript.
- 8. Submission of a portfolio.
- 9. Submission of a video.
- 10. Submission of a writing sample.

Students from non-English speaking countries only:

Students must meet the following requirements for admission:

- 1. Minimum GPA of 2.5 (C) for all courses.
- 2. Completion of prerequisite courses.
- 3. Submission of a letter of intent.
- 4. Submission of a resume.
- 5. Submission of a letter of recommendation.
- 6. Submission of a personal statement.
- 7. Submission of a transcript.
- 8. Submission of a portfolio.
- 9. Submission of a video.
- 10. Submission of a writing sample.

Students from non-English speaking countries only:

Students must meet the following requirements for admission:



...S ...
...
...
...
133 ... 143 ...





(3).

(S) 01, 31, 1 (4)

**Outcome for Analysis Phase – Teacher Action
Research Prospectus Presentation**

31,

S 1 - S
S 2 -
S 3 - P
S 4 -
S - S
S
S

31,
30

Review of Synthesis Phase

S - P

21



Curriculum



... 30, ... 2003, 202/ ... 1.



The program is designed to provide students with a strong foundation in nursing practice and leadership. Students will engage in a variety of learning activities, including classroom instruction, clinical experiences, and research. The program emphasizes the importance of evidence-based practice and the role of the nurse in promoting patient health and well-being.

Nursing Management and Leadership (NML)

This course focuses on the principles and practices of nursing management and leadership. Students will explore the role of the nurse manager in providing quality patient care, managing resources, and leading a team. The course covers topics such as organizational structure, financial management, and legal issues.

The program also includes a comprehensive clinical experience where students apply their knowledge and skills in a real-world setting. This experience is designed to develop the student's ability to work effectively in a team and to provide high-quality patient care. The clinical experience is supervised by experienced nursing professionals who provide guidance and support throughout the process.

Admission Requirements

Applicants must meet the following requirements for admission to the program:

1. Possess a Bachelor's degree from an accredited institution.

2. Maintain a minimum cumulative GPA of 3.0.

3. Complete a pre-admission assessment exam.

4. Obtain a minimum score of 213 on the NCLEX-RN exam.

RN-MSN Program

The RN-MSN program is designed for registered nurses who wish to advance their education and gain a Master of Science in Nursing (MSN). The program provides a comprehensive curriculum that covers advanced nursing practice, research, and leadership.

Students in the RN-MSN program will benefit from a variety of learning activities, including classroom instruction, clinical experiences, and research. The program emphasizes the importance of evidence-based practice and the role of the nurse in promoting patient health and well-being.

Applicants must meet the following requirements for admission to the RN-MSN program:

Electives	Hours
0	1-3
4	3
	3
	3
2	3
P3	3
	3

Master of Science in Occupational Therapy 812/465-1179

Program Objectives

Graduates will be able to:

1. Apply research-based evidence to practice.
2. Provide occupational therapy services to individuals, groups, and communities.
3. Collaborate with other professionals to provide comprehensive care.
4. Engage in continuous professional development.
5. Demonstrate leadership and ethical practice.

Admission Requirements

Applicants must have a Bachelor of Science (BS) in Occupational Therapy or a related field with a minimum GPA of 3.0. Applicants with a BS in Occupational Therapy may apply for admission to the MS program. Applicants with a BS in a related field may apply for admission to the MS program. Applicants with a BS in Occupational Therapy and a BS in a related field may apply for admission to the MS program. Applicants with a BS in Occupational Therapy and a BS in a related field may apply for admission to the MS program. Applicants with a BS in Occupational Therapy and a BS in a related field may apply for admission to the MS program.

Occupational Therapist Registered, Certification Examination,

and the National Board for Certification and Recertification of Occupational Therapists (NBCOT) examination. Applicants must have completed the required coursework and have a minimum GPA of 3.0. Applicants must have completed the required coursework and have a minimum GPA of 3.0. Applicants must have completed the required coursework and have a minimum GPA of 3.0. Applicants must have completed the required coursework and have a minimum GPA of 3.0. Applicants must have completed the required coursework and have a minimum GPA of 3.0.

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Admission Requirements



Spring Semester

S. ... 0	3
S. ... 10	3
S. ... 0	3

Summer I & II

S. ... 0	3
S. ... 0	3

Second year

Fall Semester

S. ... 10	3
S. ... 0	3

Spring Semester

S. ... 0	3
S. ... 0	3

Summer I & II

S. ... 11	3
S. ... 12	1

Third year

Fall Semester

S. ... 01	3
S. ... 2	3

Spring Semester

S. ... 02	3
S. ... 11	4
S. ... 12	2

Summer I & II

S. ... 1	3
S. ... 2	3

S. ... 3	3
*S. ... 11	42
**S. ... 11	13
S. ... 11	00
S. ... 12	22

Advanced Standing Evening Track (3. ...)

First year

Spring Semester

S. ... 0	3
----------	---

Fall Semester

S. ... 0	3
S. ... 10	3

Spring Semester

S. ... 0	3
S. ... 0	3

Second year

Fall Semester

S. ... 01	3
S. ... 2	3

Spring Semester

S. ... 11	4
S. ... 12	2
S. ... 02	3

Summer Semester - Includes First, Second, and Third Summer Terms

S. ... 2	3
S. ... 1	3

S. ... 11	2
S. ... 00	22

Three Year Track (1. ...)

First year

Fall Semester

S. ... 03	3
S. ... 04	3
S. ... 0	3

Spring Semester

S. ... 0	3
S. ... 10	3
S. ... 0	3

S. ... &	3
S. ... 0	3
S. ... 0	3

Second year

Fall Semester

S. ... 10	3
S. ... 0	3

Spring Semester

S. ... 0	3
S. ... 0	3

Summer I & II

S. ... 11	3
S. ... 12	1

Third year

Fall Semester

S. ... 01	3
S. ... 2	3

Spring Semester

S. ... 02	3
S. ... 11	4
S. ... 12	2

Summer I & II

S. ... 1	S. ...	3
S. ... 2	S. ...	3

*S. ... II	S. ...	42
**S. ... II	S. ...	22

Advanced Standing Evening Track (3 ...)

First year

Spring Semester

S. ... 0	S. ...	3
----------	--------	---

Fall Semester

S. ... 0	S. ...	3
S. ... 10	S. ...	3

Spring Semester

S. ... 0	S. ...	3
S. ... 0	S. ...	3

Second year

Fall Semester

S. ... 01	S. ...	3
S. ... 2	S. ...	3

Spring Semester

S. ... 11	S. ...	4
S. ... 12	S. ...	2
S. ... 02	S. ...	3

Summer Semester - Includes First, Second, and Third Summer Terms

S. ... 2	S. ...	3
S. ... 1	S. ...	3

*S. ... II	S. ...	2
**S. ... II	S. ...	22

School Social Work Specialization Program

S. ...	S. ...	S. ...
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COLLEGE OF BUSINESS

Accounting

501 Survey of Accounting (3) / 30

601 Seminar in Management Accounting (3) / 01



601 Business Economics and Forecasting (3) / 01

699 Independent Study (1-3)S

Finance

501 Survey of Finance (3) / 30 01

601 Financial Management and Markets (3) / 01

699 Independent Study (1-3)S

Management

601 Organizational Behavior and Human Resource Management (3)

611 Leadership Skills Development (3) / S

681 Strategic and International Management (3) / 01, 01, 01, 01, 01, 01, S

699 Independent Study (3)S

Marketing

501 Survey of Marketing (3) / 30 S

601 Marketing Strategies (3) / 01

699 Independent Study (1-3)S

BOWER-SUHRHEINRICH COLLEGE OF EDUCATION AND HUMAN SERVICES

Physical Education

502 Teaching Difficult Topics in Health (3) / -12

592 Contemporary Issues in Sport and Exercise (3)

601 Physical Training for Optimal Performance (3)

Social Work

503 The Social Welfare System (3)



602 Clinical Specialization II: Clinical Planning and Treatment Process (3)

The notation for 602 consists of several lines of complex symbols. It includes vertical stems, horizontal lines, and various alphanumeric characters. Notable elements include the letters 'S', '01', and '00' interspersed among the symbols. The overall appearance is that of a highly structured and possibly cryptic code or shorthand system.

603 Administration and Policy Specialization I: Human Services Management I (3)

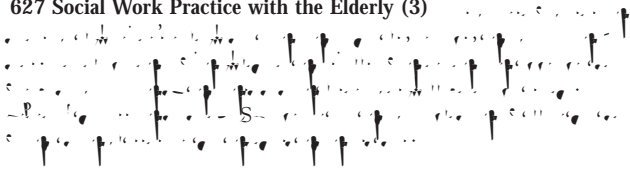
The notation for 603 follows a similar pattern to 602, with multiple lines of complex symbols. It includes vertical stems, horizontal lines, and characters such as 'S' and '00'. The symbols are arranged in a way that suggests a systematic or sequential structure, possibly representing a curriculum or a specific set of instructions.

604 Administration and Policy Specialization II: Human Service Management II (3)

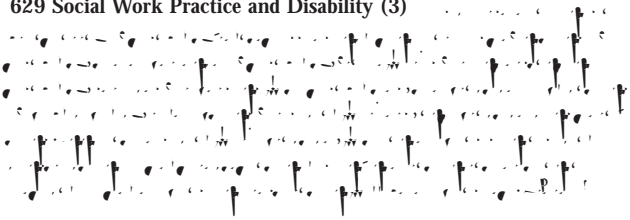
The notation for 604 continues the pattern of the previous two items, featuring several lines of complex symbols. It includes vertical stems, horizontal lines, and characters such as 'S'. The overall structure is consistent with the other two items, suggesting a common format or system of notation.



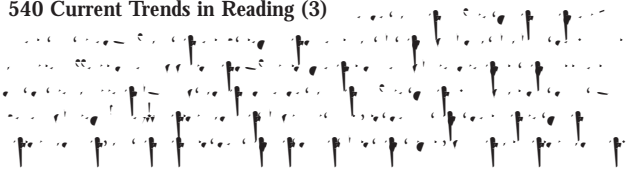
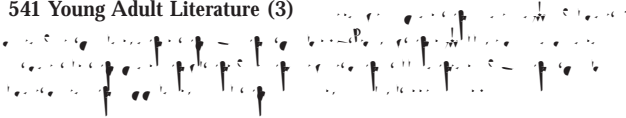
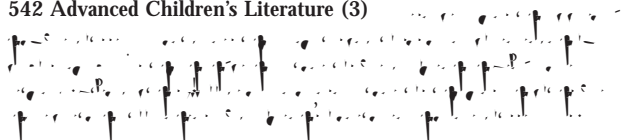
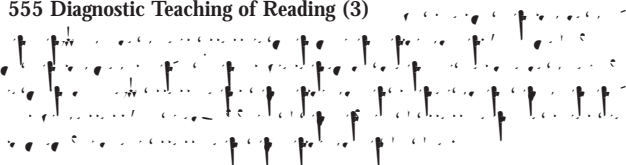
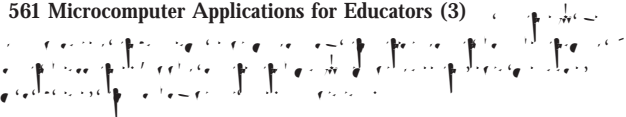
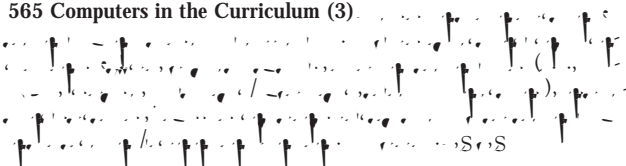
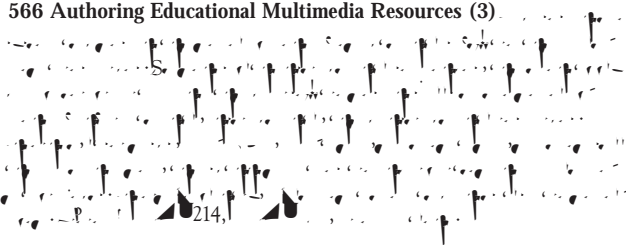
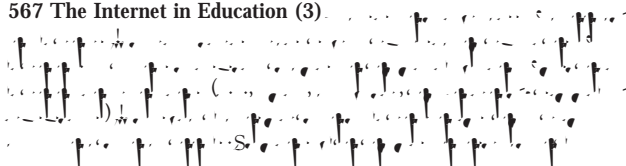
627 Social Work Practice with the Elderly (3)



629 Social Work Practice and Disability (3)





540 Current Trends in Reading (3)**541 Young Adult Literature (3)****542 Advanced Children's Literature (3)****555 Diagnostic Teaching of Reading (3)****561 Microcomputer Applications for Educators (3)****565 Computers in the Curriculum (3)****566 Authoring Educational Multimedia Resources (3)****567 The Internet in Education (3)**

614 Elementary School Curriculum (3)

615 Integrated Curriculum I (3)

616 Integrated Curriculum II (3)

621 Measurement and Evaluation in Education (3)

622 Assessment in Education (3)

623 Child Development and Elementary Education (3)

624 Seminar in Adolescent Development (3)

631 Analysis of Instruction (3)

641 Literacy Programs in the Classroom (3)

642 Interdisciplinary Processes in Mathematics and Science (3)

643 Interdisciplinary Processes in Social Studies and Global Awareness (3)

651 Supervised Teaching in the Elementary School (3)

652 Supervised Teaching in the Secondary School (3)

671 Integrating Seminar in Secondary Education (3)

674 Integrating Research Seminar in Elementary Education (3)

678 School Community Relations (3)

683 Leadership in the Principalship (3)

Leadership in the Principalship (3) is a course that focuses on the role of the principal in a school. It covers topics such as school improvement, organizational management, and the legal aspects of the principalship. The course is designed to provide students with the knowledge and skills necessary to become effective school leaders.

684 Legal Aspects of School Administration (3)

Legal Aspects of School Administration (3) is a course that explores the legal responsibilities of school administrators. It covers topics such as school law, contracts, and torts. The course is designed to provide students with a solid understanding of the legal aspects of school administration.

685 Curriculum and Learning for Educational Leaders (3)

Curriculum and Learning for Educational Leaders (3) is a course that focuses on the role of the principal in curriculum development and learning. It covers topics such as curriculum theory, assessment, and learning styles. The course is designed to provide students with the knowledge and skills necessary to become effective curriculum leaders.

686 Management of Human Resources in the Principalship (3)

Management of Human Resources in the Principalship (3) is a course that focuses on the role of the principal in human resource management. It covers topics such as recruitment, selection, and evaluation. The course is designed to provide students with the knowledge and skills necessary to become effective human resource managers.

687 School Fiscal and Facility Management (3)

School Fiscal and Facility Management (3) is a course that focuses on the role of the principal in fiscal and facility management. It covers topics such as budgeting, accounting, and facility management. The course is designed to provide students with the knowledge and skills necessary to become effective fiscal and facility managers.

688 Internship for School Leaders (3) - P

Internship for School Leaders (3) - P is a course that provides students with a practical experience in school leadership. It involves a supervised internship in a school setting. The course is designed to provide students with the opportunity to apply their knowledge and skills in a real-world setting.

689 Special Topics in Educational Leadership (3)

Special Topics in Educational Leadership (3) is a course that focuses on special topics in educational leadership. It covers topics such as school improvement, organizational management, and the legal aspects of the principalship. The course is designed to provide students with the knowledge and skills necessary to become effective school leaders.

690 Special Topics in Education (1-3) S

Special Topics in Education (1-3) S is a course that focuses on special topics in education. It covers topics such as school improvement, organizational management, and the legal aspects of the principalship. The course is designed to provide students with the knowledge and skills necessary to become effective school leaders.

699 Supervised Research (1-3)

Supervised Research (1-3) is a course that provides students with a supervised research experience. It involves a supervised research project in a school setting. The course is designed to provide students with the opportunity to apply their knowledge and skills in a real-world setting.

COLLEGE OF LIBERAL ARTS

Art

590 Special Problems in Art History (3)

Special Problems in Art History (3) is a course that focuses on special problems in art history. It covers topics such as the history of art, the role of the artist, and the impact of art on society. The course is designed to provide students with the knowledge and skills necessary to become effective art historians.

595 Seminar in Art Education (3)

Seminar in Art Education (3) is a course that focuses on art education. It covers topics such as the role of the art teacher, the impact of art on learning, and the use of art in the classroom. The course is designed to provide students with the knowledge and skills necessary to become effective art educators.

English

515 History of Rhetoric(3)

History of Rhetoric(3) is a course that focuses on the history of rhetoric. It covers topics such as the role of the rhetor, the impact of rhetoric on society, and the use of rhetoric in the classroom. The course is designed to provide students with the knowledge and skills necessary to become effective rhetoricians.

516 Contemporary Issues in Rhetoric (3)

Contemporary Issues in Rhetoric (3) is a course that focuses on contemporary issues in rhetoric. It covers topics such as the role of the rhetor, the impact of rhetoric on society, and the use of rhetoric in the classroom. The course is designed to provide students with the knowledge and skills necessary to become effective rhetoricians.

517 History of the English Language (3)

History of the English Language (3) is a course that focuses on the history of the English language. It covers topics such as the evolution of the English language, the role of the English language in society, and the impact of the English language on other languages. The course is designed to provide students with the knowledge and skills necessary to become effective linguists.

524 Chaucer (3)

Chaucer (3) is a course that focuses on the works of Geoffrey Chaucer. It covers topics such as the Canterbury Tales, the role of Chaucer in the history of English literature, and the impact of Chaucer's works on society. The course is designed to provide students with the knowledge and skills necessary to become effective Chaucer scholars.

599 Seminar in Literature and Language (3)

601 Introduction to the Professional Study of English (3)

602 Writing Portfolios (3)

French

500 Special Topics in French (3)

History

500 Special Studies in History (1-3)

519 Communal Societies in America (3)

539 History of Indiana (3)

598 Graduate Seminar in U.S. History (3)

599 Graduate Seminar in European History (3)

604 The American West (3)

() 3 * S S



607 Metals Through the Ages (3)

Metals have been used by humans for thousands of years. This course explores the history of metals from ancient times to the present. It covers the extraction, purification, and uses of various metals, including iron, steel, aluminum, and copper. The course also discusses the environmental impact of metal mining and the development of new alloys.

608 Cathedrals (3)

This course explores the history and architecture of cathedrals. It covers the development of Gothic, Romanesque, and Baroque styles. The course also discusses the role of cathedrals in society and the challenges of restoring these ancient structures.

609 Readings in Contemporary Science and Mathematics (3)

This course is a reading course in contemporary science and mathematics. It covers a wide range of topics, including quantum mechanics, relativity, and modern mathematics. The course is designed for students who are interested in the foundations of science and mathematics.

610 Capstone Course, Graduating Seminar in Liberal Studies (3)

This is a capstone course for students in the Liberal Studies program. It is a seminar-style course that allows students to explore a topic of their choice in depth. The course is designed to help students develop critical thinking and research skills.

680 Topics in Liberal Studies (3)

This course covers a variety of topics in liberal studies, including philosophy, history, and literature. It is designed to provide students with a broad understanding of the liberal arts.

690 Independent Work in Liberal Studies (1-3)

This course allows students to engage in independent work in liberal studies. It is designed to provide students with the opportunity to explore a topic of their choice in depth.

697 Capstone Project in Liberal Studies I (3)

This is the first part of a two-semester capstone project in liberal studies. It is designed to help students develop research and writing skills. The project involves a significant amount of independent work and is culminated in a final paper.

698 Capstone Project in Liberal Studies II (3)

This is the second part of a two-semester capstone project in liberal studies. It is designed to help students develop research and writing skills. The project involves a significant amount of independent work and is culminated in a final paper.

698 Capstone Course, Graduating Seminar in Liberal Studies (3)

This is a capstone course for students in the Liberal Studies program. It is a seminar-style course that allows students to explore a topic of their choice in depth. The course is designed to help students develop critical thinking and research skills.

631 Fundraising and Volunteer Administration (3)

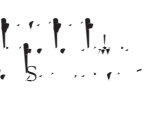
632 Public Administration (3)

644 Process Analysis in the Public Sector (3)


653 Ethics in Public Administration (3)

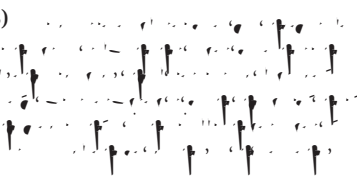
695 Internship in Public Agency (3)




690 Special Topics in the Health Professions (1-3) 

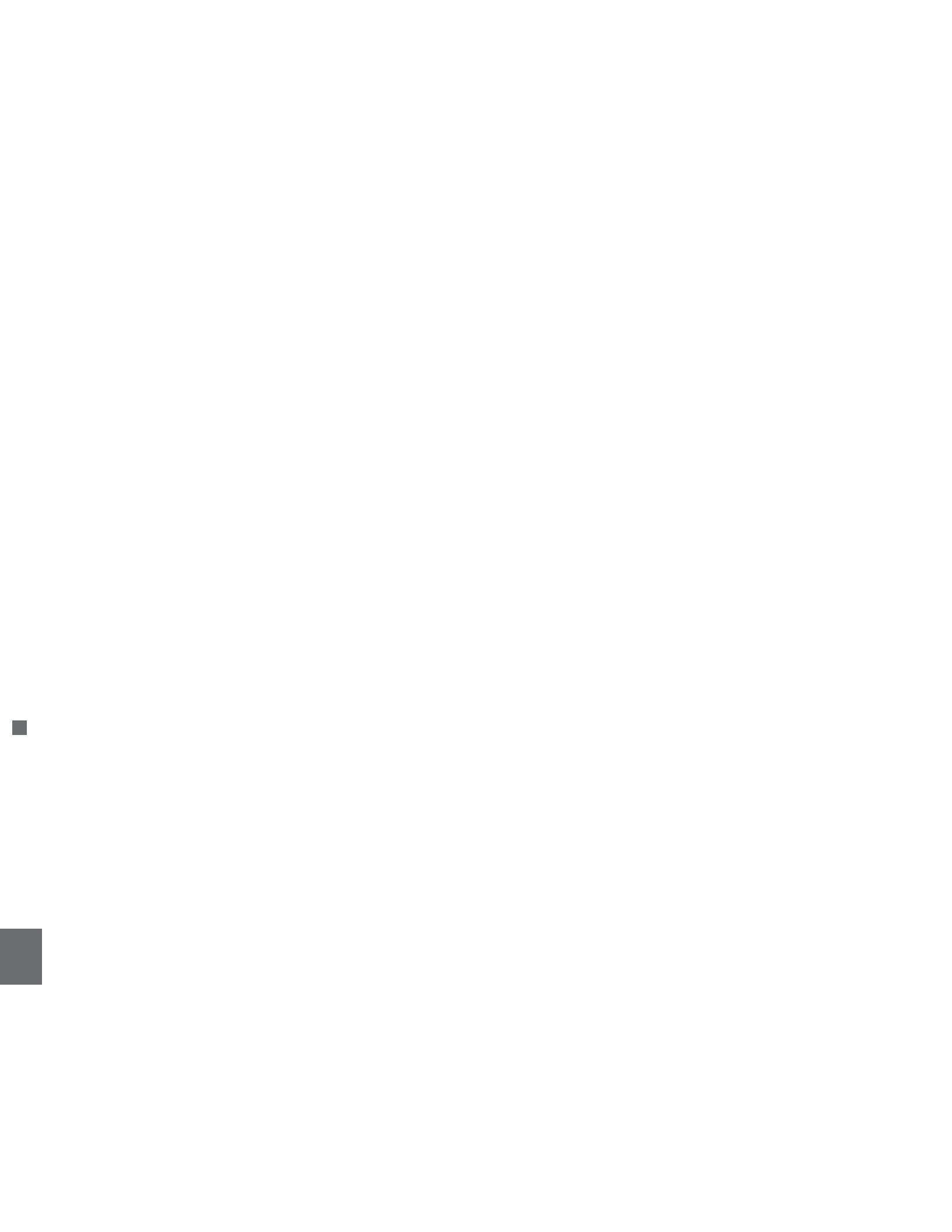
Nursing

570 Special Topics in Nursing (1-3) 

574 Perioperative Nursing (3) 

576 Cardiovascular Surgical Nursing (3) 





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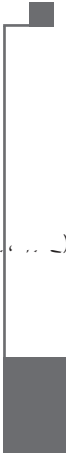
671 Occupational Therapy Leadership (4)

683 Advanced Occupational Therapy Research Strategies (3)

690 Special Topics (2)

692 Specialized Evaluation Strategies (4)

696 Professional Fieldwork I (6)



521 Instrumental Methods of Analysis I (3)

522 Instrumental Methods of Analysis II (3)

541 Inorganic Chemistry (3)

553 Organic Qualitative Analysis (3)

558 Topics in Organic Chemistry (2)

651 Topics in Chemistry for Teacher Preparation and Enhancement (3)

Geography

575 Remote Sensing and Image Analysis (3)

Geology

GEOL 605 Temporality in the Sciences (3)

Industrial Management

531 Industrial Safety (3)

601 Special Studies in Industrial Management (1-3)

602 Operations Systems Analysis and Modeling (3)

603 Survey of Statistics (3)

604 Manufacturing Systems Analysis (3)

611 Principles and Practices of Project Management (3)

614 Interpersonal Communications within Organization (3)

621 Human Factors in Design (3)

625 Principles of Computer-Aided Design and Manufacturing (3)

Office of Alumni and Volunteer Services

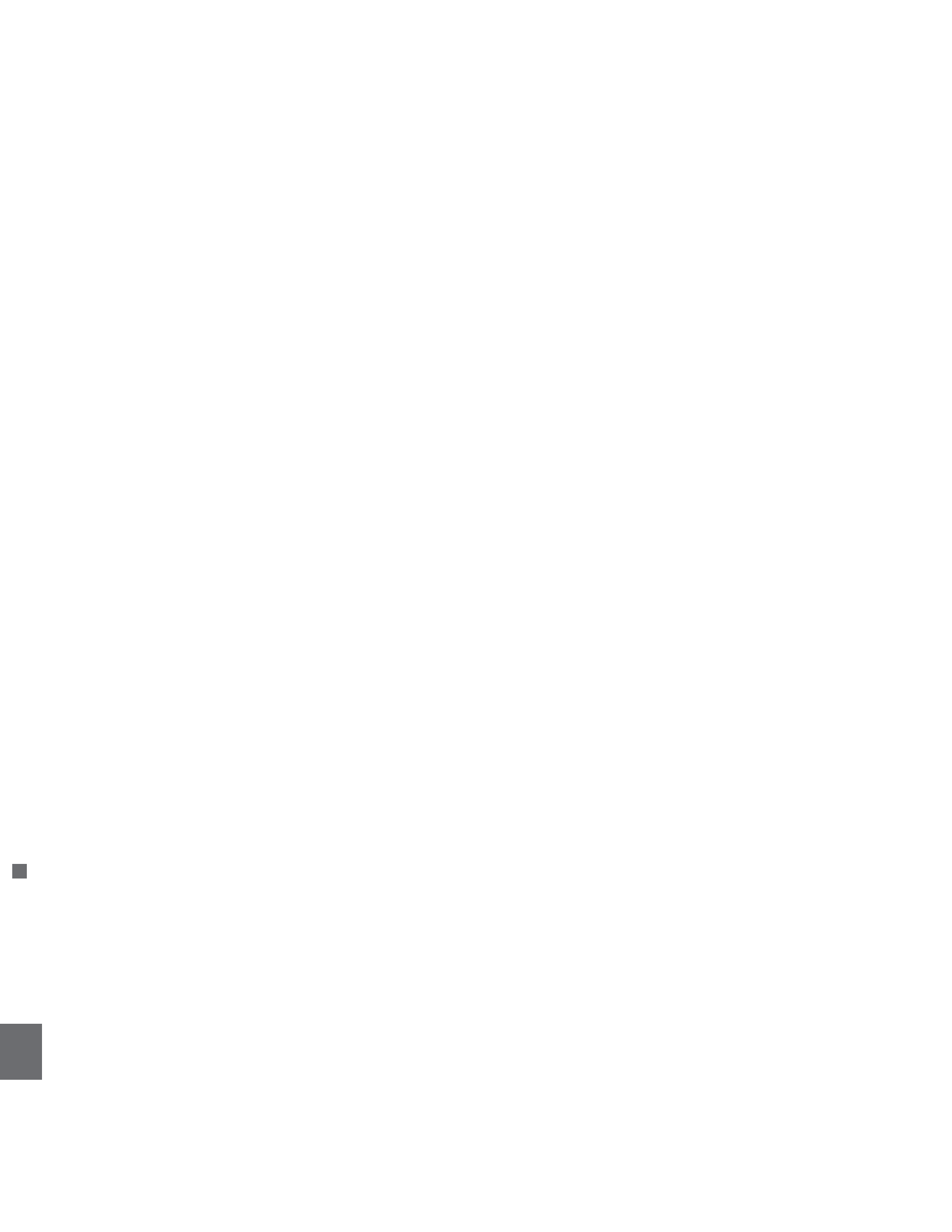
Musical score for the Office of Alumni and Volunteer Services. The score is written on a grand staff with treble and bass clefs. It includes various musical notations such as notes, rests, and dynamic markings. The piece concludes with a double bar line and the time signature 12/4, followed by the number 121.

Partial musical score for the Office of Alumni and Volunteer Services, showing the beginning of a staff with a treble clef and a key signature of one flat.

Career Counseling Center

Musical score for the Career Counseling Center. The score is written on a grand staff with treble and bass clefs. It includes various musical notations such as notes, rests, and dynamic markings. The piece concludes with a double bar line and the number 40.





Extended Services www.usi.edu/extserv

Handwritten musical notation system 1, featuring a treble clef and a key signature of one flat. The system contains several staves of music with notes, rests, and dynamic markings such as 'p' and 'S'.

Handwritten musical notation system 2, featuring a treble clef and a key signature of one flat. The system contains several staves of music with notes, rests, and dynamic markings such as 'p'. A time signature of 12/4 is visible.

Handwritten musical notation system 3, featuring a treble clef and a key signature of one flat. The system contains several staves of music with notes, rests, and dynamic markings such as 'p' and 'S'.

Handwritten musical notation system 4, featuring a treble clef and a key signature of one flat. The system contains several staves of music with notes, rests, and dynamic markings such as 'p' and 'S'.

12/4 4-1

Handwritten musical notation system 5, featuring a treble clef and a key signature of one flat. The system contains several staves of music with notes, rests, and dynamic markings such as 'S'. A time signature of 12/4 and a measure number 1-1210 are visible.

Handwritten musical notation system 6, featuring a treble clef and a key signature of one flat. The system contains several staves of music with notes, rests, and dynamic markings such as 'S'.

SS
S
12/4 4-1 1

()
S
12/4 1- 224

1
S
S
12/4 2-44

S (S)
2
S
S
12/4 1014

Food Service

S
4 0
S

S
S

S

S
12/4 1- 1

Instructional Technology Services (ITS)

S
12/4 1 2 00/ 13-423 ()
S

S
4
24
S



Handwritten musical score on a page with a horizontal line at the top. The score consists of three systems of staves. The first system has two staves, the second has two staves, and the third has two staves. The notation is dense and includes various musical symbols such as notes, stems, and rests. There are some markings that look like 'S' or 'S.' above certain notes. The handwriting is somewhat messy and appears to be a student's work.



1. Ob. S

This system contains two staves. The upper staff is for the 1st Oboe (labeled '1. Ob. S') and the lower staff is for strings. The music is written in a common time signature and features a complex rhythmic pattern with many sixteenth and thirty-second notes. A fermata is placed over a note in the oboe part.

This system contains a single staff for strings. It continues the rhythmic and melodic material from the first system, with a similar density of notes.

This system contains a single staff for strings. It continues the rhythmic and melodic material from the first system, with a similar density of notes.

This system contains a single staff for strings. It continues the rhythmic and melodic material from the first system, with a similar density of notes.

S.

This system contains a single staff for strings. It continues the rhythmic and melodic material from the first system, with a similar density of notes.

Musical score for the first page, featuring multiple staves with notes, rests, and dynamic markings like 'P' and 'S'. Measure numbers 44, 10, and 430 are visible.

Musical score for the second page, featuring multiple staves with notes, rests, and dynamic markings like 'P' and 'S'. Measure number 24 is visible.

Security and Parking

Musical score for the third page, featuring multiple staves with notes, rests, and dynamic markings like 'P' and 'S'. Measure number 24 is visible.

Musical notation for the first section, featuring a treble clef, a key signature of one flat, and a 12/4 time signature. The notation includes various note values, rests, and dynamic markings such as 'S' and 'p'.

Parking Procedures

Musical notation for the 'Parking Procedures' section, continuing the style of the first section with a treble clef, one flat key signature, and 12/4 time signature. It includes dynamic markings like 'p' and 'S'.

Office of Special Events and Scheduling Services

Musical notation for the 'Office of Special Events and Scheduling Services' section, featuring a treble clef, one flat key signature, and 12/4 time signature. It includes dynamic markings like 'S' and 'p'.

Musical notation for the bottom section of the left column, featuring a treble clef, one flat key signature, and 12/4 time signature. It includes dynamic markings like 'S' and 'p'.

Musical notation for the top section of the right column, featuring a treble clef, one flat key signature, and 12/4 time signature. It includes dynamic markings like 'p' and 'S'.

Musical notation for the middle section of the right column, featuring a treble clef, one flat key signature, and 12/4 time signature. It includes dynamic markings like 'S' and 'p'.

Musical notation for the section above the 'Office of Veterans' Affairs' header, featuring a treble clef, one flat key signature, and 12/4 time signature. It includes dynamic markings like 'S' and 'p'.

Office of Veterans' Affairs

Musical notation for the 'Office of Veterans' Affairs' section, featuring a treble clef, one flat key signature, and 12/4 time signature. It includes dynamic markings like 'S' and 'p'.

Musical notation for the bottom section of the right column, featuring a treble clef, one flat key signature, and 12/4 time signature. It includes dynamic markings like 'S' and 'p'.

Administrative Officers

H. Ray Hoops
 Cynthia S. Brinker
 Linda L.M. Bennett
 Annie M. Krug
 Mark Rozewski
 Robert W. Parren

Academic Affairs Council

Linda L. M. Bennett
 Scott Gordon
 Nadine A. Coudret
 John L. Deem
 Sandy Farmer
 David M. Glassman
 Stephanie A. Hamington
 Peggy F. Harrel
 M. Edward Jones
 Mohammed Khayum
 Ruth H. Miller
 Jane Davis-Brezette
 Brian D. Posler

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 College of Education and Human Services

Jane A. Davis-Brezette
 Nancy J. Aguinaga
 Omowale Akintunde
 Sherry Allen
 Tracy E. Archuleta
 D. Christy Baker
 Stephanie L. Bennett
 Robert E. Boostrom

Iris J. Phillips - P., 2001
 Keely J. Porter - S., 2000
 Charles L. Price - P., 2000
 Jill M. Raisor - S., 2000
 Martha B. Raske - P., 2000
 Sharon L. Simmons - S., 2000
 Michael L. Slavkin - P., 2000
 Jeff A. Thomas - P., 2000
 Wendy G. Turner - P., 2003
 Ruth A. Waller - S., 2000

College of Business

Mohammed F. Khayum - P., 2000
 Marvin L. Albin - S., 2000
 R. Scott Anderson - S., 2003
 Nancy F. Bizal - S., 2003
 Gary W. Black - P., 2001
 Peter S. Cashel-Cordo - P., 2004
 Kevin G. Celuch - P., 2001
 Manfen (Margaret) Chen - P., 2004
 Sang T. Choe - S., 2004
 Edward D. Conrad - S., 2000
 John L. Deem - S., 2000
 Craig R. Ehlen - S., 2004
 Khaled Elkhail - P., 2002
 Abbas Foroughi - P., 2000
 Sharlett K. Gillard - S., 2000

Ernest H. Hall Jr. - P., 2000
 Philip M. Hanley - S., 2000
 Ramadan S. Hemaida - P., 2000
 William C. Henderson - S., 2000
 Jane A. Johansen - P., 2000
 Yong H. Kim - P., 2000
 Mehmet C. Kotakulah - P., 2000
 Choon-Shan Lai - P., 2002
 Brett J. Long - S., 2000
 Timothy B. Mahoney - S., 2000
 Jeanette G. Maier-Lytle - S., 2000
 Brian L. McGuire - P., 2000
 Mark A. McKnight - P., 2000
 Beth A. Mott-Stenerson - P., 2000
 Sudesh Mujumdar - P., 2000
 Gregory B. Murphy - P., 2000
 Ernest E. Nolan - S., 2000
 Leslie E. Nunn - S., 2000
 Seung Jin Park - P., 2000
 Dane M. Partridge - P., 2000
 Joy V. Peluchette - S., 2000
 William F. Pierrot - S., 2000
 Jong C. Rhim - P., 2000
 Katherine M. Sauer - P., 2000
 Carl L. Saxby - P., 2000
 Timothy J. Schibik - P., 2000
 Stephen B. Shanklin - P., 2000

Peggy O. Shields



James W. Hammerstrand - P., 1. 4
Jason D. Hardgrave - P., 2004
Casey Harison - P., 1. 3
Peggy F. Harrel - P., 1. 2
Betty L. Hart - P., 1. 1
Carlton R. Hastings - P., 200
Mary Frances Heinsohn - P., 2004
Allen E. Helmstetter - P., 200
Audrey A. Hillyer - P., 2004
Al David Hitchcock - P., 1. 2
Susanna M. Hoeness-Krupsaw - P., 1. 2
Matthew J. Holcomb - S., 200
Leigh Anne Howard - P., 1. 1
Xinran Hu - P., 2002
Douglas K. Hubbell - P., 1. 1
Teresa Huerta - P., 1. 4
Tamara L. Hunt - P., 1. 1
Robert W. Jeffers - P., 1. 3
M. Shan Jensen - P., 1. 4
Jeremiah W. John - P., 2004
Michael S. Kearns - P., 1. 0
Joan D. Kempf - P., 2000
Suzan Kiesel - P., 1. 1
Jo A. Kirch - P., 200
Uisoon Kwon - P., 200
Guillermo Latorre - P., 1. 1
Leonard B. Leibowitz - P., 200
Kent R. Lohse - P., 200
C. Bryan Love - P., 1. 1
Heather Mabley - P., 2002
Carol W. MacKay - P., 1. 1

Jim McGarrath - P., 2001
Dominic A. Micer - P., 2004
Robert Millard-Mendez - P., 200
Ronald G. Mitchell - P., 2000
Folke-Christine Moeller-Sahling - P., 2002
John M. Morris - P., 2000
Richard R. Mussard - P., 1. 1
Lisa Anne Nicholas - P., 2004
Julio E. Noriega - P., 1. 3
Joseph J. Palladino - P., 1. 2
S. Elizabeth Passmore - P., 2004
Randall Pease - P., 1. 0
Donald E. Pitzer - P., 1. 1
Brian D. Posler - P., 1. 1
Virginia Schuster Poston - P., 1. 1
Ronda L. Priest - P., 1. 1
Paul B. Raymond - P., (On leave Spring 2007)
Nicole L. Reid - P., 2001
Mary E. Reese - P., 1. 3
J. Wayne Rinks - P., 1. 3
Thomas M. Rivers - P., 1. 4
Ronald C. Roat - P., 1. 3
Leslie J. Roberts - P., 1. 4
Carolyn L. Roth - P., 1. 1
Todd J. Schroer - P., 2000
Said Shiyab - P., 1. 1
Margaret A. Skoglund - P., 1. 1
Martha K. Smith - P., 1. 0

- Mary L. Stoll - P. ... 2002
- Michael R. Strezewski - P. ... 2003
- Chad R. Tew - P. ... 2003
- Phyllis S. Toy - P. ... 2004
- Joseph Uduelli - P. ... 1.3
- Eric L. vonFuhmann - P. ... 1.2
- Paula M. von Loewenfeldt - P. ... 2000
- Jean Wagner - P. ... 2001
- Elliot H. Wasserman - P. ... 1.1
- Kathryn M. Waters - P. ... 1.1
- Robert E. West Jr. - P. ... 2000
- Thomas A. Wilhelmus - P. ... 1.2
- Steven D. Williams - P. ... 2000
- Shannon Wooden - P. ... 2003
- Craig A. Young - P. ... 2001
- Keith A. Zahniser - P. ... 2003
- Stephen C. Zehr - P. ... 1.0

College of Nursing and Health Professions

- Nadine A. Coudret - P. ... 1.
- Susan Ahmad - P. ... 2001

- Kathy B. Riedford, S., 2000.
- Mayola Rowser, S., 2000.
- Julie B. St. Clair, S., 2000.
- Gina Schaar, S., 2004.
- Anthony W. Schmitt, S., 2000.
- Martha B. Sparks, P., 2000.
- Otis I. Stanley, P., 2000.
- Constance F. Swenty, S., 2000.
- Jennifer L. Titzer, S., 2001.
- Kevin J. Valadares, P., S., 2003.
- Colleen R. Walsh, S., 2001.
- Mary Ann Wehmer, S., 2001.
- Elizabeth W. Wheeler, S., 2001.
- Ann H. White, P., S., 2001.
- Barbara J. Williams, S., 2004.
- Amy L. Wilson, S., 2004.
- Mara Beth D. Womack, S., 2001.

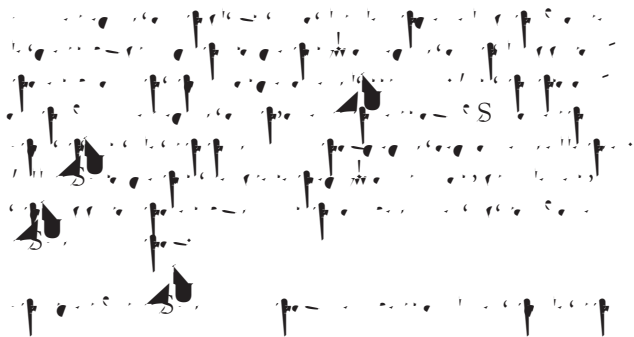
Pott College of Science and Engineering

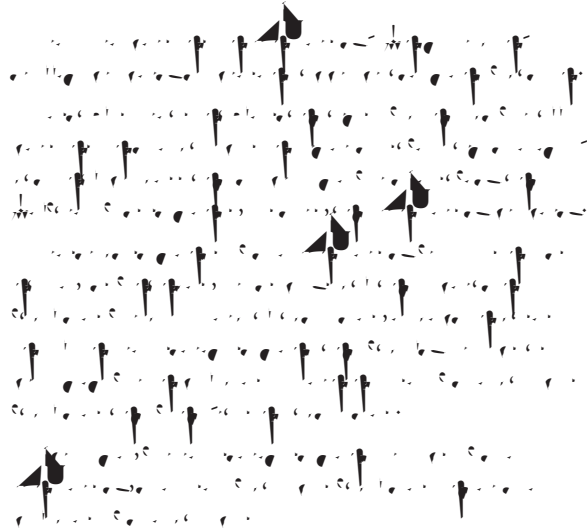
- Scott A. Gordon, P., 2000.
- Kirat K. Baath, P., 2000.
- James H. Bandoli, P., 2000.
- Jeanne K. Barnett, P., 2000.
- Keith G. Benedict, S., 2000.

Ph.D., University of North Carolina, 2000. (P., 2000.) 01, 0.02, 2003, 0, 0.02, (2000.) 00() . 42-1.

- Henri R. Maurice - P., 1, 4, 2000.
- Eric S. McCloud - P., 1, 2000.
- Evan T. Millam - P., 1, 2000.
- Doris J. Mohr - P., 200.
- F. Jack Naghdi - S., 1, 4, 2000.
- Thomas J. Pickett - W., 1, 1.
- Julie C. Pilcher - P., S., 1.
- Betty R. Polivick - S., 1, 2000.
- M. Mamunur Rashid - P., 2003, 200.
- David B. Ritterskamp - P., 1, 2000.
- Shadow J. Q. Robinson - P., 2002, 2003.
- Kathy V. Rodgers - P., S., 1, 0.
- Laura A. Ruhala - P., S., 2002.
- Richard J. Ruhala - P., S., 2002.
- Yalcin Sarol - P., 200, 2000.
- Kent W. Scheller - P., 1, 4, 2000.
- David E. Schultz - P., S., 2001.
- Ruben D. Schwieger - P., 1, 4, 2002.
- Marsha L. Segebarth - P., 2000, 2002.
- Robin A. Sermersheim - S., 1, 2000.
- Jeffery W. Seyler - P., 1, 2, 1, 3.
- Marlene V. Shaw - P., 1, 3.
- Pam C. Spelbring - S., S., 1, 1.
- Eric P. Sprouls - S., 1, 4, 1, 1.
- Jon C. Stenerson - P., 1, 1, 2000.
- Rex M. Strange - P., 2000, 200.
- R. Brent Summers - P., 1, 200.
- Judith L. Townsend - S., 1, 3.
- Mary D. Tucker - P., 1, 2002.
- Kenneth E. Walsh - P., 200.
- Judith A. Wells - S., 1, 2, 1.
- Brian E. West - S., 1, 4, 2000.

Preface





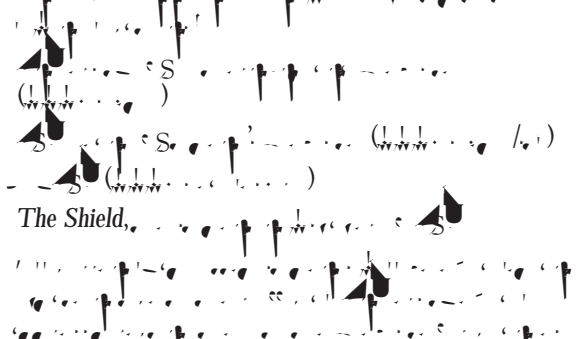
Students Relation to External Community



1.2 Changes to the Code

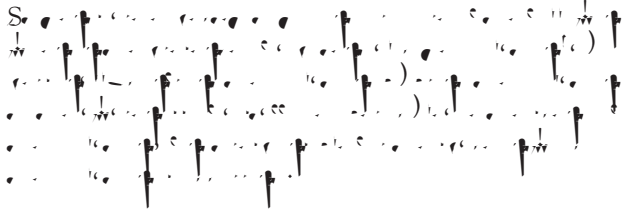
Student Rights and Responsibilities: A Code of Student Behavior
USI Bulletin.
Student Rights and Responsibilities: A Code of Student Behavior.

Student Rights and Responsibilities: A Code of Student Behavior



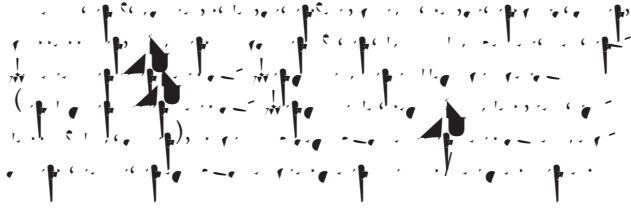
The Shield,
Student Rights and Responsibilities: A Code of Student Behavior.

2.0 Community Standards



2.1 Alcohol and/or Drug Use

2.1.1 Alcohol on USI Property



2.1.2 Alcohol at Student Organization Events



2.1.3 Being Under the Influence of Alcohol



2.1.4 Driving Under the Influence of Alcohol or Other Drugs



2.1.5 Drug Related Violations



2.2 Attempts to Commit and/or Complicity in Prohibited Acts

2.2.1 Attempts

... () ...

2.2.2 Complicity in Prohibited Acts

... () ...

2.3 Violations of Law

... () ...

2.4 Property Violations

2.4.1 ... () ...

2.4.2 ... () ...

2.5 Aggressive or Abusive Behavior/Physical or Verbal

2.5.1 Physical Abuse ... () ...

2.5.2 Threatening Behavior ... () ...

2.5.3 Intimidation ... () ...

2.6 Disorderly Conduct/Indecent Behavior

... () ...

2.6.1 ... () ...

2.6.2 ... () ...

2.7 Endangerment of Individuals or the Safety of Individuals

2.7.1 ... () ...

2.7.2 ... () ...

2.7.3 ... () ...

2.7.4 ... () ...

2.7.5 ... () ...

(.)

2.18 Gambling

2.19 Bad Debts/Financial Responsibility

2.19.1 Payment

2.19.2 Financial Aid Misuse/Abuse

2.19.3 Student Organization/Individual Debt

2.20 Smoking

S

2.21 Disruption of University Business

(.)

2.21.1

2.22 Misuse of Proprietary Information

(.)

2.23 Traffic and Parking Regulations

2.24 Sales/Solicitation

2.25 Student Organizations

2.26 Unauthorized Use or Entry

Unauthorized use or entry of university facilities, including but not limited to, buildings, grounds, and equipment, is prohibited. This includes the use of university resources for personal or commercial purposes, as well as the unauthorized access to university systems and data. Violations of this policy may result in disciplinary action, including suspension or expulsion from the university.

2.27 University Housing Safety and Security Efforts

The university is committed to providing a safe and secure living environment for its students. To this end, the university has implemented a variety of safety and security measures, including the presence of campus police, the installation of security cameras, and the provision of emergency services. Students are encouraged to report any safety concerns to the appropriate authorities and to participate in safety drills and training programs.



D. Interference

1. A student who interferes with the work of another student or the work of a faculty member shall be subject to disciplinary action.

E. Facilitating Academic Dishonesty

1. A student who facilitates academic dishonesty shall be subject to disciplinary action.

3.2 Penalties and Procedures Related to Academic Misconduct

1. A student who is found guilty of academic misconduct shall be subject to the following penalties:

a. A student who is found guilty of academic misconduct shall be subject to a grade of F for the course in which the misconduct occurred.

b. A student who is found guilty of academic misconduct shall be subject to a suspension from the University for a period of 1 to 4 semesters, depending on the severity of the misconduct.



4.0 Judicial Process

4.1 Purpose

Student Rights and Responsibilities: A Code of Student Behavior

The purpose of the judicial process is to provide a fair and equitable process for the resolution of student conduct cases.

The purpose of the judicial process is to provide a fair and equitable process for the resolution of student conduct cases. *Student Rights and Responsibilities: A Code of Student Behavior.*

The purpose of the judicial process is to provide a fair and equitable process for the resolution of student conduct cases. *Student Rights and Responsibilities: A Code of Student Behavior*

The purpose of the judicial process is to provide a fair and equitable process for the resolution of student conduct cases.

The purpose of the judicial process is to provide a fair and equitable process for the resolution of student conduct cases.

The purpose of the judicial process is to provide a fair and equitable process for the resolution of student conduct cases.

4.2 Student Rights in the Complaint Resolution Process

4.2.1 Violation of Policy

Student Rights and Responsibilities: A Code of Student Behavior

1. The student has the right to be heard.
2. The student has the right to present evidence.

Student Rights and Responsibilities: A Code of Student Behavior.

4.2.2 Burden of Proof

The burden of proof is on the complainant.

4.2.3 Judicial Process

The judicial process is a fair and equitable process for the resolution of student conduct cases.

4.2.4 Presentation of Information Relevant to the Complaint Resolution Process

The complainant must present relevant information to the hearing panel.

4.2.5 Standard of Proof

The standard of proof is preponderance of the evidence.

4.2.6 University Advisor

The university advisor is a trained professional who provides support and guidance to the student during the judicial process.

4.2.7 Witnesses

Witnesses are individuals who have observed the incident and can provide testimony during the hearing.

4.3 Initiation, Investigation, and Disposition of Complaints

4.3.1 Documentation/Reporting Alleged Violations of University Policy

Student Rights and Responsibility: A Code of Student Behavior.

4.3.2 Notification

(10) Student Rights and Responsibilities: Code of Student Behavior

4.4 Student Behavior Resolution Procedures

4.4.1 Judicial Authority

S

Student Rights and Responsibilities: A Code of Student Behavior, ()

4.4.2 University Judicial Process

1() 11

A musical score consisting of multiple staves. The notation includes various note values, rests, and dynamic markings. A large, bold, black arrow points to a specific measure in the middle of the score. There are several instances of the symbol '(.)' interspersed within the notation.

4.4.4 Hearing Procedures

A musical score for the section titled '4.4.4 Hearing Procedures'. It features multiple staves with musical notation, including notes, rests, and dynamic markings. A large, bold, black arrow points to a measure in the upper part of the score. The symbol '(.)' is also present in the notation.



4.6 Sanctions, Restrictions, and Stipulations

4.6.1 Sanctions

Stipulations (.)

This musical score is written on a grand staff with two treble clefs. It features a complex rhythmic pattern with many sixteenth and thirty-second notes. There are several dynamic markings, including 'p' (piano) and 'S' (sforzando). The score is divided into measures by vertical bar lines, with some measures containing repeat signs. The notation includes stems, beams, and various note heads.

This musical score is written on a grand staff with two treble clefs. It features a complex rhythmic pattern with many sixteenth and thirty-second notes. There are several dynamic markings, including 'p' (piano) and 'S' (sforzando). The score is divided into measures by vertical bar lines, with some measures containing repeat signs. The notation includes stems, beams, and various note heads.

4.6.2 Restrictions and Stipulations

This musical score is written on a grand staff with two treble clefs. It features a complex rhythmic pattern with many sixteenth and thirty-second notes. There are several dynamic markings, including 'p' (piano) and 'S' (sforzando). The score is divided into measures by vertical bar lines, with some measures containing repeat signs. The notation includes stems, beams, and various note heads.

... (j) ...

... (k) ...

... (l) ...

... (m) ...

... (n) ...

... (o) ...

... (p) ...

... (q) ...

... (r) ...

... (s) ...

... (t) ...

... (u) ...

... (v) ...

... (w) ...

... (x) ...

... (y) ...

... (z) ...

4.6.3 Biased Motivated Offenses

... (a) ...

... (b) ...

... (c) ...

... (d) ...

... (e) ...

... (f) ...

... (g) ...

... (h) ...

... (i) ...

... (j) ...

... (k) ...

... (l) ...

... (m) ...

... (n) ...

... (o) ...

... (p) ...

... (q) ...

... (r) ...

... (s) ...

... (t) ...

... (u) ...

... (v) ...

... (w) ...

... (x) ...

... (y) ...

... (z) ...

4.7 Appeals

Student Rights and Responsibilities: A Code of Student Behavior

... (a) ...

... (b) ...

... (c) ...

... (d) ...

... (e) ...

... (f) ...

... (g) ...

... (h) ...

... (i) ...

... (j) ...

... (k) ...

... (l) ...

... (m) ...

... (n) ...

... (o) ...

... (p) ...

... (q) ...

... (r) ...

... (s) ...

... (t) ...

... (u) ...

... (v) ...

... (w) ...

... (x) ...

... (y) ...

... (z) ...

4.7.1 Format of Appeal

... (a) ...

... (b) ...

... (c) ...

... (d) ...

... (e) ...

... (f) ...

... (g) ...

... (h) ...

... (i) ...

... (j) ...

... (k) ...

... (l) ...

... (m) ...

... (n) ...

... (o) ...

... (p) ...

... (q) ...

... (r) ...

... (s) ...

... (t) ...

... (u) ...

... (v) ...

... (w) ...

... (x) ...

... (y) ...

... (z) ...

... (a) ...

... (b) ...

... (c) ...

... (d) ...

... (e) ...

... (f) ...

... (g) ...

... (h) ...

... (i) ...

... (j) ...

... (k) ...

... (l) ...

... (m) ...

... (n) ...

... (o) ...

... (p) ...

... (q) ...

... (r) ...

... (s) ...

... (t) ...

... (u) ...

... (v) ...

... (w) ...

... (x) ...

... (y) ...

... (z) ...

4.7.2 Suspension of Original Sanction Pending Appeal Review

... (a) ...

... (b) ...

... (c) ...

... (d) ...

... (e) ...

... (f) ...

... (g) ...

... (h) ...

... (i) ...

... (j) ...

... (k) ...

... (l) ...

... (m) ...

... (n) ...

... (o) ...

... (p) ...

... (q) ...

... (r) ...

... (s) ...

... (t) ...

... (u) ...

... (v) ...

... (w) ...

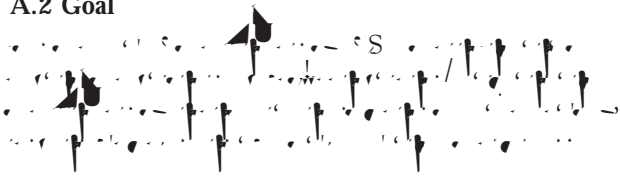
... (x) ...

... (y) ...

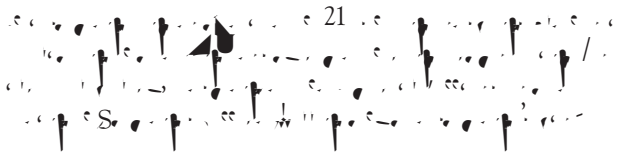
... (z) ...

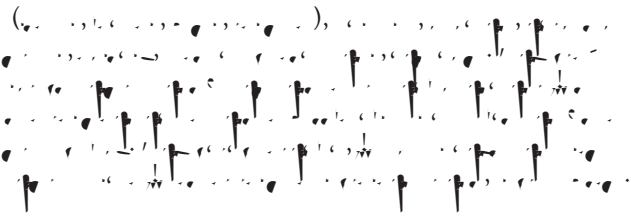


A.2 Goal

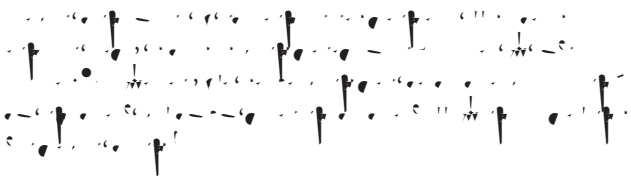


A.3 Details of Notification

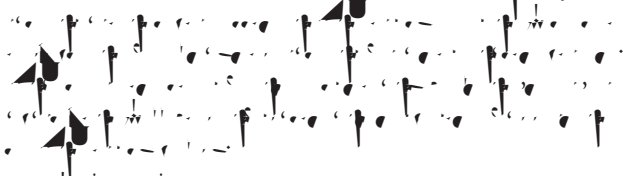




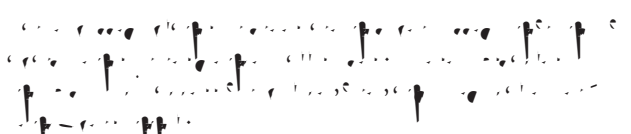
B.5 Decorations



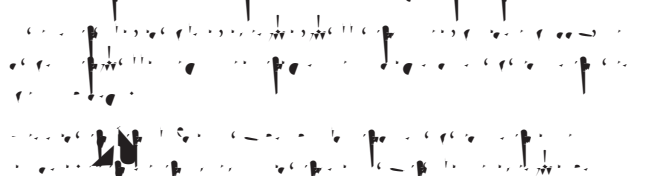
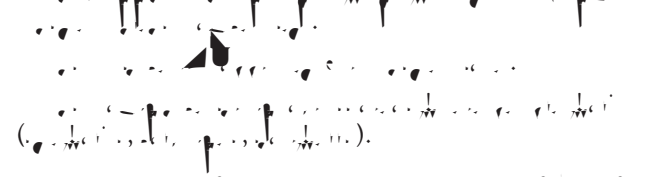
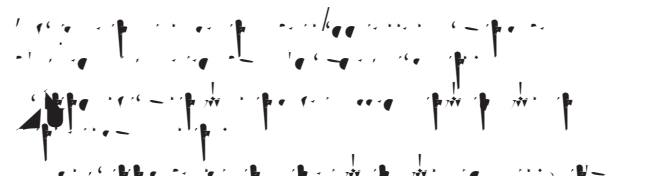
B.6 Exterior Decorations



S



B.7 Exterior Decorations—Events



B.8 Interior Decorations

2.

3.

Detailed description: This block contains two musical systems on the left page. The first system is labeled '2.' and consists of two staves of music. The second system is labeled '3.' and also consists of two staves of music. The notation includes various rhythmic values, stems, and beams.

C.2 Conditions of Membership

Detailed description: This block contains a musical system for section C.2, consisting of two staves of music. The notation includes various rhythmic values, stems, and beams.

C.3 Eligibility for Co-Curricular Participation

Detailed description: This block contains a musical system for section C.3, consisting of two staves of music. The notation includes various rhythmic values, stems, and beams.

1.

2.

3.

Detailed description: This block contains four musical systems on the right page. The first system is labeled '1.' and consists of two staves of music. The second system is labeled '2.' and consists of two staves of music. The third system is labeled '3.' and consists of two staves of music. The fourth system is labeled '4.' and consists of two staves of music. The notation includes various rhythmic values, stems, and beams.



C.5 Registration of Student Organizations

1. Musical notation for the first system of the first section, consisting of two staves. It includes dynamic markings 'p' and 'S'.

2. Musical notation for the second system of the first section, consisting of two staves. It includes dynamic markings 'p' and 'S'.

3. Musical notation for the third system of the first section, consisting of two staves. It includes dynamic markings 'p' and 'S'.

4. Musical notation for the fourth system of the first section, consisting of two staves. It includes dynamic markings 'p' and 'S'.

5. Musical notation for the first system of the second section, consisting of two staves. It includes dynamic markings 'p' and 'S'.

6. Musical notation for the second system of the second section, consisting of two staves. It includes dynamic markings 'p' and 'S'.

7. Musical notation for the third system of the second section, consisting of two staves. It includes dynamic markings 'p' and 'S'.

8. Musical notation for the fourth system of the second section, consisting of two staves. It includes dynamic markings 'p' and 'S'.

The image shows a page of handwritten musical notation. It consists of approximately 12 staves of music. The notation includes various note values, stems, and beams. There are several annotations and markings throughout the score:

- At the top left, there is a circled 'S' and a circled 'P'.
- On the second staff, there is a circled 'S'.
- On the third staff, there is a circled 'P'.
- On the fourth staff, there is a circled 'S'.
- On the fifth staff, there is a circled 'P'.
- On the sixth staff, there is a circled 'S'.
- On the seventh staff, there is a circled 'P'.
- On the eighth staff, there is a circled 'S'.
- On the ninth staff, there is a circled 'P'.
- On the tenth staff, there is a circled 'S'.
- On the eleventh staff, there is a circled 'P'.
- On the twelfth staff, there is a circled 'S'.

At the bottom of the page, there is a long horizontal line of notation. Below this line, there are numerical annotations: "P 1, 0.02 P" on the left and "--0.0002 , 2 .02 (...)" on the right. The page is otherwise blank.



2. *S*

3. *P* *S* *S*

S

S

30. *S*

S

S

1) *S* *S*

2) *S* 1 • 24

3)

4)

) *S*

4. *P*



4.

1) P

2)

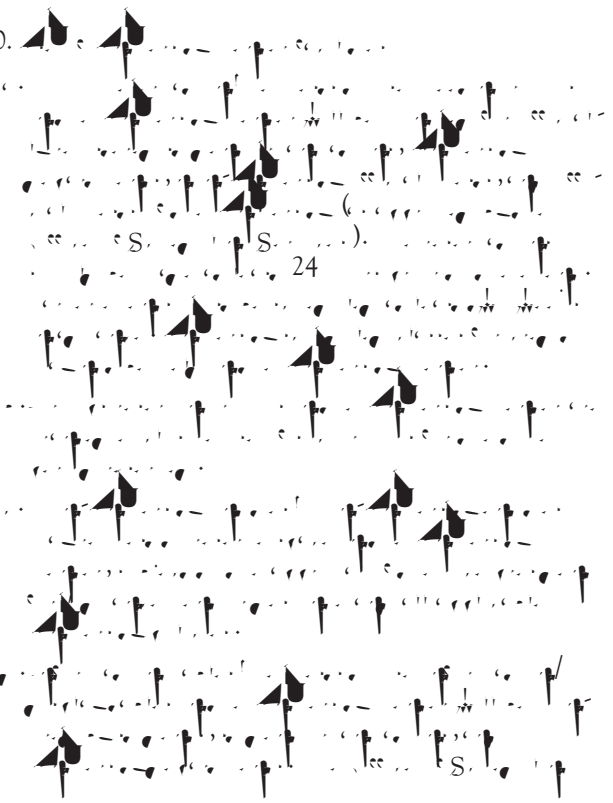
3) S $\$200$

4)

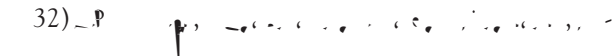
10)

11)



10. 

24

32) -p 

C.12 License Program Policy

Musical notation for the first system of the piece 'C.12 License Program Policy'. It features a treble clef, a key signature of one flat, and a common time signature. The notation includes a series of eighth and sixteenth notes, with a dynamic marking 'S' above the staff.

1. *Andante* *P*

Musical notation for the first ending of the piece. It consists of two systems of music. The first system has a dynamic marking 'S' above the staff. The second system has a dynamic marking 'P' above the staff and a dynamic marking 'S' below the staff.

2. *Andante*

Musical notation for the second ending of the piece. It consists of two systems of music. The first system has a dynamic marking 'S' above the staff. The second system has a dynamic marking 'P' above the staff and a dynamic marking 'S' below the staff.

3. *Andante*

Musical notation for the third ending of the piece. It consists of two systems of music. The first system has a dynamic marking 'S' above the staff. The second system has a dynamic marking 'P' above the staff and a dynamic marking 'S' below the staff.



Appendix D Sexual Harassment Policy

1. The purpose of this policy is to provide a safe and healthy work environment for all employees. Sexual harassment is a form of discrimination and is prohibited by law. This policy defines sexual harassment, outlines the reporting process, and describes the consequences for those who engage in sexual harassment.

2. Sexual harassment includes any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that creates a hostile or offensive work environment or interferes with an individual's work performance. Sexual harassment can be based on sex, gender, or sexual orientation.

3. Sexual harassment can occur between employees of the same sex or between employees of different sexes. It can occur in the workplace or at work-related events. Sexual harassment can be subtle or overt. It can be a single incident or a pattern of behavior. Sexual harassment can be physical or non-physical. Sexual harassment can be intentional or unintentional.

4. Sexual harassment is prohibited for all employees, regardless of their position or status. Sexual harassment is also prohibited for all contractors, vendors, and other individuals who interact with our employees. Sexual harassment is prohibited for all employees, regardless of their position or status.

5. Employees who witness or are the victims of sexual harassment should report the incident to their supervisor or the Human Resources Department. All reports will be investigated promptly and thoroughly. Employees who engage in sexual harassment will be disciplined, up to and including termination.

A

30
1
30
2
21
2
2
21
2
21
2
21
10
10
2
144
10
14
1
1
2
2
1
1
10
1
34

B

0
1
3
211
1 2
1
1 3
20
3

C

2,
2,
2,
34
1
2
2
2
30
2,
11
11
0
104
103
0
3
33
10
14
3

D

1,
43
1 3
1
1,
3
42
3

E

F

.....	42
.....	1
.....	24
.....	22,
.....	34
.....	2,
.....	12
.....	2

G

.....	11
.....	42
.....	1
.....	4
.....	3
.....	21
.....	1 1
.....	12
.....	2,
.....	34
.....	2,
.....	0, 21
.....	0, 21
.....	221
.....	2
.....	21
.....	3

H

.....	4
.....	1
.....	121
.....	4
.....	124

I

.....	4
.....	4
.....	1
.....	200
.....	22
.....	2,
.....	4,

.....	3
.....	12

J

.....	132
.....	104

L

.....	132
.....	12
.....	2 1

M

.....	234
.....	23
.....	23
.....	240
.....	241
.....	24
.....	24
.....	2 0

P

	2 4
	34
	13.
	3
	20.
	21
	12
	43
	13
	3
	0
	3
	3.
	1
	1
	10
	141
	1.
	10

R

	10.
	1, 2
	1, 3
	2
	3
	3
	212
	3
	1 0
	1 0

S

	44
	1
	31
	1 3
	3.
	2 3
	10
	14.
	142
	12
	1
	1

	43
	3
	40
	3
	2.
	33
	2 3
	21

T

	4
	134
	34
	13.
	134
	1
	2
	3
	21

U

	2.
	0
	14
	4
	21
	21
	3
	1.
	1
	1

W

	32
	32
	32
	11



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